



# **APPENDIX A**


## **AMENDMENT REQUEST AND SUPPORT MATERIALS**

1. ENROLLMENT CAP AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS



Arizona State Board for Charter Schools





AZ.GOV  
Arizona's Official Web Site

The Paideia Academies, Inc. — CTDS: 07-82-06-000 | Entity ID: 91250 — [Change Charter](#)

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# New School

Charterholder Info

Charter Holder

**Name:**  
The Paideia Academies, Inc.

**CTDS:**  
07-82-06-000


**Mailing Address:**  
1535 E Baseline Rd  
Phoenix, AZ 85042  
[View detailed info](#)

Representative

**Name:**  
Robert Winsor

**Phone Number:**  
602-343-3040

Downloads

 [Download all files](#)

Form Fields

Name of school

Paideia Liberal Arts Academy

Grade levels to be served

7th

8th

9th

10th

11th

12th

First day of Operation

08/03/2020

Physical Address

8430 S 19th Ave  
Phoenix, AZ 85041

Physical Phone Number

TBD

Physical Fax Number

TBD

Mailing Address

1535  
E Baseline Rd  
Phoenix, AZ 85042

Mailing Phone Number

602-343-3040

Mailing Fax Number

800-381-9029

Attachments

Board Minutes



[Download File](#) – Board minutes approving new school expansion to include grades 9-12 and enrollment cap increase.



[Download File](#) – Board minutes approving enrollment cap increase of 1800

Occupancy Documentation



[Download File](#) – occupancy and fire marshal agriculture land regulation assurance understanding



[Download File](#) – Occupancy Compliance Assurance understanding



[Download File](#) – Fire marshal report - Baseline



[Download File](#) – Fire Marshal report - Terrace



[Download File](#) – Certificate of Occupancy - Baseline



[Download File](#) – Certificate of Occupancy - Terrace



[Download File](#) – Enrollment capacity combined Terrace and Baseline buildings

Lease agreement or proof of purchase for facility – [Download File](#)

Copy of Fingerprint Clearance Card for school site administrator – [Download File](#)

Copy of liability insurance coverage – [Download File](#)

Narrative – [Download File](#)

Additional Information



[Download File](#) – Enrollment matrix - Paideia Liberal Arts Academy



[Download File](#) – Enrollment Matrix - Paideia South Mountain



[Download File](#) – Staffing Chart - Paideia Liberal Arts Academy



[Download File](#) – Staffing Chart - Paideia Academy South Phoenix

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?

Yes, an Enrollment Cap Increase is also being requested.

From:

900

To:













1800

Occupancy Documentation – [Download File](#)

Grade Level Change

Is a Grade Level Increase being added to this request?  
Yes, a Grade Level Increase is also being requested.

Curriculum Samples

-  [Download File](#) — Math - 9th grade
-  [Download File](#) — Reading - 9th grade
-  [Download File](#) — Writing - 9th grade
-  [Download File](#) — Math - 10th grade
-  [Download File](#) — Reading - 10th grade
-  [Download File](#) — Writing - 10th grade
-  [Download File](#) — Math - 11th grade
-  [Download File](#) — Reading - 11th grade
-  [Download File](#) — Writing - 11th grade
-  [Download File](#) — Math - 12th grade
-  [Download File](#) — Reading - 12th grade
-  [Download File](#) — Writing - 12th grade

Narrative —  [Download File](#)

Feedback

**Feedback**  
Please see new staff plan for Paideia Academy South Phoenix. Please see "Narrative for Amendment" section 1.5, Population Characteristics page 7 for similarity of the new campus population characteristics and neighborhood school.

Signature

**Charter Representative Signature**  
Robert Winsor 08/24/2019



## 1.1 ADDING GRADES 9 – 12

### 1.1.1 Process and criteria for awarding credit

**Unit of credit** A unit of credit is defined by the North Central Association as the amount of credit awarded for the successful completion of a course, which meets at least 40 minutes daily, five days per week, 120 hours per year. Classes must meet for a minimum of 36 weeks, or the equivalent amount of time within the school year. One unit of credit is granted to students who receive a passing grade in a course that meets for one period during the entire academic year. One-half unit of credit is granted to students who receive a passing grade in a one-semester course.

**Course Grading** All courses taught for credit receive a letter grade or a pass/fail option. Percentage Letter Grade point value is listed below. Students must complete the syllabus requirements for the course with an 70% proficiency and within the timeframe of the course to be awarded high school credit. A grade of Incomplete requires prior approval from the Principal. A one-week time limit is placed on all incomplete grades unless the Principal gives permission for an extension. No credit is earned for “D” or “F” grades. Honors courses are weighted based on the Honors category. Dual credit courses earn regular GPA weight.

Percentage	Grade	GPA Regular	GPA Honors
90%-100%	A	4.0	5.0
80%-89%	B	3.0	4.0
70%-79%	C	2.0	3.0
60%-69%	D	1.0	2.0
Below 60%	F	0.0	0.0
W or W/D	W or W/D	0.0	0.0
Pass Fail	P/F	NA	NA

### 1.1.2 Policy on acceptance of transfer credit

The acceptance of credit from other schools is not automatic and is based on a variety of factors: the accreditation status of the sending school, the similarity between the previous course content and the Paideia Liberal Arts Academy course content, the number of days/hours for which the previous course met, and the student’s grades in the course(s). No transfer credit will be given for “D” or “F” grades or the equivalent percentage. Transcript analysis along with the transferring school’s course syllabus, catalog or other similar information is completed by the Paideia Liberal Arts Academy counselor to determine transfer of credit.

### 1.1.3 Graduation requirements

Paideia students are required to fulfill basic Arizona Graduation requirements in core and elective credits as outlined in the following table to include meeting all Arizona state testing requirements for graduation. In addition, all Paideia Liberal Arts Academy students are required to successfully complete annual capstone projects and publication of the senior meditations journal:

**Annual Capstone Projects:** Coached projects are developed and completed in the student’s mentor period.

- **Freshman Project:** Freshman students are required to complete the My Voice ECAP planning form. This project will guide the student to discover talents, interests, learning style and passions in planning their high school journey. They will be introduced to the four “Find My Voice” questions:
  - What need do you sense in your family, community and the world?
  - Do you possess a true talent that, if nurtured through learning, can meet the need?
  - Does the opportunity to meet the need tap into your passion?
  - Does your conscience inspire you to take action and become involved?
 Students in their freshman year will focus on the first question: “What need do I sense in my family, community, world?” The culminating project will identify a range of needs that interest the student along with why that need is important to solve and possible solutions.
- **Sophomore Project:** The sophomore project continues developing the freshman project by focusing on the second question, “What true talent do I have that if nurtured through learning can meet the need identified in the freshman project?” The culminating project will include the student’s exploration of learning styles and what is needed to learn and where to go to gain the knowledge to make an impact on the need identified in the Freshman project.
- **Junior Project:** The junior project builds on the previous years of development by exploring the question, “Does the opportunity to meet the need tap into my passion to act?” The student more deeply explores social impacts and ramifications of inaction to the need identified. The culminating project is an outline of action to be accomplished in the senior project.
- **Senior Project:** The senior project culminates with targeted internships and action research within the area of need, learning and passion identified in the previous years.

**Meditations Journal:** All Paideia students are exposed daily from Kindergarten to graduation to ideas that provoke critical thinking and deep pondering. These ideas might be sparked through thought-provoking quotes, short stories, pictures or music. Students spend one full week on a single idea. Every morning all Paideia students reflect or meditate on the presented idea. These reflections or meditations are recorded in their personal Meditations Journal. This daily habit develops the skill of thinking deeply and pondering slowly of ideas and principles. During the student’s senior year, she will explore through previous meditations and create a final meditations journal representing her intellectual journey to graduation. The meditations journal will be published by the school with one copy given to the scholar at graduation and one copy placed in the Paideia library.

#### Required Core and Elective Credits for Graduation

	Paideia Liberal Arts Academy Graduation Requirements (General Diploma / Liberal Arts Advanced Diploma*)	Arizona Graduation Requirements
English	<b>4 credits</b> <i>Completion of 2 honors seminars*</i>	<b>4 credits</b>

Mathematics	<b>4 credits</b> <i>Completion of 2 honors seminars*</i>	<b>4 credits</b>
Science	<b>3 credits</b> <i>4 credits w/ 3 labs*</i>	<b>3 credits</b>
Humanities Social Studies	<b>2 credits</b> <i>3 credits*</i>	<b>2 credits</b>
Fine Arts/Career and Technical Education (CTE)	<b>2 credits</b> <i>3 credits*</i>	<b>2 credits</b>
Physical Education	<b>1 credit</b>	<b>1 credit</b>
Health	<b>0.5 credit</b>	<b>0.5 credit</b>
Electives	<b>5.5 credits</b> <i>2 years of world language*</i>	<b>5.5 credits</b>
<b>Total for graduation</b>	<b>22 / 25</b>	<b>22</b>

#### 1.1.4 Course offerings

**My Voice ECAP Project** - All students in grades 9-12 will develop and implement an ***Education and Career Action Plan*** (ECAP) within the context of the Paideia model of whole-person education – body, mind, heart, spirit. The *My Voice ECAP Project* leads the students through the following four questions to help them discover their voice, plan their high school coursework and develop college, career and life aspirations:

1. What need do I sense in my family, community and the world?
2. Do I possess a true talent that, if nurtured through learning, can meet the need?
3. Does the opportunity to meet the need tap into my passion?
4. Does my conscience inspire me to take action and become involved?

The *My Voice ECAP Project* is incorporated into each grade level capstone project and culminates with the senior project.

#### **Blended Learning – Edgenuity Courses**

To supplement traditional classroom learning experiences, Paideia Liberal Arts Academy will partner with Edgenuity to provide blended and online learning opportunities for our students. Edgenuity's courses combine rigorous content with direct-instruction videos from expert, on-screen teachers with interactive learning tools and resources to engage and motivate students. Paideia Liberal Arts Academy will use Edgenuity online and blended courses for AP®, certain designated electives, Career and Technical Education (CTE), certain dual credit courses, and credit recovery. These courses are based on the rigor and high expectations of Paideia, state, Common Core, NGSS, and iNACOL standards. Edgenuity courses give Paideia students the flexibility for credit and concept recovery, academic intervention, initial credit, and as honors courses for students who want to further challenge themselves.

##### 1.1.4.1 English

**English 9 / 1 Credit** English 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Module 9.1 establishes key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Module 9.2

provides continued opportunity for students to develop skills in text analysis, evidence-based discussion, and informative writing before being introduced to the research process in Module 9.3 and argument writing in Module 9.4.

**English 10 / 1 Credit** (*Prerequisite: completion of English 9 with 70% or greater*) English 10 curriculum modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. In Module 10.1, students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas in the texts. In Module 10.2, students read, discuss, and analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning. In Module 10.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 10.1 and 10.2, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. In Module 10.4, students read, discuss, and analyze nonfiction and dramatic texts, focusing on how the authors convey and develop central ideas concerning imbalance, disorder, tragedy, mortality, and fate. Students also explore how texts are interpreted visually, both on screen and on canvas.

**Sophomore English 10 Honors Seminar** (*Prerequisite: teacher recommendation and completion of English 9 with 80% or better; Highly Proficient rating on English I AzMERIT Test*). Paideia Seminar is the advanced modules in the English 10 curriculum. It offers advanced material and places rigorous demands on the student's performance. Emphasis is placed additionally on class discussion culminating in the Paideia Seminar. Rigorous writing project is a regular part of the curriculum. In the spring of 9<sup>th</sup> grade students are recommended by their teachers for honors seminar module. Only those meeting the prerequisite for may take the honors seminar advanced module.

**English 11 / 1 Credit** (*Prerequisite: completion of English 10 with 70% or greater*) English 11 curriculum modules continue to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. In Module 11.1, students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text. Module 11.1 also establishes key protocols and routines for reading, writing, and discussion that will continue throughout the year. In Module 11.2, students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes. In Module 11.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 11.1 and 11.2, students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. In Module 11.4, students read, discuss, and analyze literary texts, focusing on the

authors' choices in developing and relating textual elements such as character development, point of view, and central ideas, while also considering how a text's structure conveys meaning and creates aesthetic impact. Additionally, students learn and practice narrative writing techniques as they examine the techniques of the authors whose stories students analyze in the module.

### **Dual Enrollment English Composition (ENG 101 or ENG 102) 1 Credit**

Dual enrollment credit is offered for specific courses and only available to juniors and seniors. These courses are offered at Paideia Liberal Arts Academy and completed through Edgenuity online courses or in-class coursework by high school teachers with college certification that allows students to earn both high school credit and college credit. Juniors and seniors may enroll in dual enrollment courses with prior approval and upon meeting dual enrollment admissions requirements.

College tuition fee associated with dual enrollment courses may apply

**Junior English 11 Honors Seminar:** *(Prerequisite: teacher recommendation and completion of English 10 with 80% or better; Highly Proficient rating on English II AzMERIT Test)* Socratic seminars continue the tradition of Socrates, the classical Greek philosopher who taught his followers by asking critical thinking questions. The Paideia Seminar is a significant element in the learning experiences of Paideia students from Kindergarten through senior year promoting a more rigorous approach, designed to improve students' critical thinking and communication skills. Students in Advance Seminar will learn to select appropriate Socratic seminar topics with appropriate text. From this text the student will develop and facilitate a seminar lesson plan to include seminar rules and questions.

**English 12 / 1 Credit** *(Prerequisite: completion of English 11 with 70% or greater)* English 12 curriculum modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. In Module 12.1, students engage with autobiographical nonfiction to explore the craft of personal narrative before beginning work on their own personal narrative essays in response to a prompt from the Common Application. In Module 12.2, students read both literary and nonfiction texts to analyze how authors use rhetoric and structure in texts dealing with concepts of government and power. In Module 12.3, students engage in an inquiry based iterative process for research. Building on work with evidence-based analysis in Modules 12.1 and 12.2, students explore topics that may elicit multiple positions and perspectives, gathering and analyzing sources to establish a position of their own and crafting an argument-based research paper. In Module 12.4, the last module of high school, students work with literary texts, including drama, poetry, short fiction, and novel, to explore how authors treat similar central ideas and themes via character development and interaction.

**Senior English 12 Honors Seminar** *(Prerequisite: teacher recommendation and completion of English 11 with 80% or better; Highly Proficient rating on English III AzMERIT Test)*

"To stimulate a much-needed conversation: The New Jim Crow: Mass Incarceration in the age of Colorblindness by Michelle Alexander"

In this module, students read, analyze, and evaluate argument writing and build the skills required to craft strong analytical writing, as well as participate effectively in group discussions and a formal group presentation. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, the central text of the module, presents the argument that mass incarceration in the United States functions as the newest racial caste system, effectively isolating and subjugating a large portion of the African American population, particularly African American men, through a variety of legal and social means, such as the racial targeting practices of the War on Drugs and the societal stigma associated with those who are labeled as felons. Students analyze how Alexander structures her argument, focusing on how she supports her claims with evidence and reasoning and persuades readers with rhetoric. Students develop their speaking and listening skills in group discussions throughout the module, in which active participation and meaningful contribution is crucial to developing an understanding and deepening analysis of the text. Students also prepare a formal group presentation for their peers.

#### 1.1.4.2 Mathematics

**Algebra I / 1 Credit** (*Prerequisite: completion of 8<sup>th</sup> grade mathematics with 70% or greater*) The fundamental purpose of this course is to formalize and extend the mathematics students learned in the middle grades. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Sequence of algebra I modules with the standards: 1) relationships between quantities and reasoning with equations and their graphs; 2) descriptive statistics; 3) linear and exponential functions; 4) polynomial and quadratic expressions; 5) a synthesis of modeling with equations and function.

**Geometry / 1 Credit** (*Prerequisite: completion of Algebra I with 70% or greater*) The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Sequence of geometry modules aligned with the standards: 1) congruence, proof, and constructions; 2) similarities, proof and trigonometry; 3) extending to three dimensions; 4) connecting algebra and geometry through coordinates; 5) circles with and without coordinates.

**Algebra II / 1 Credit** (*Prerequisite: completion of Algebra I and Geometry with 70% or greater*) Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Sequence of Algebra II Modules Aligned with the Standards: 1) polynomial, rational, and radical relationships; 2) trigonometric functions; 3) functions; 4) inferences and conclusions from data.

**Pre-calculus / 1 Credit** (*Prerequisite: completion of Algebra I, II and Geometry with 70% or greater*) Extending their understanding of complex numbers to points in the complex plane, students come to understand that multiplying a given set of points by a complex number amounts to rotating and

dilating those points in the complex plane about zero. Matrices are studied as tools for performing rotations and reflections of the coordinate plane, as well as for solving systems of linear equations. Inverse functions are explored as students study the relationship between exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses. The year concludes with a capstone module on modeling with probability and statistics. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Sequence of pre-calculus modules aligned with the standards: 1) complex numbers and transformations; 2) vectors and matrices; 3) rational and exponential functions; 4) trigonometry; 5) probability and statistics.

### **Mathematics Dual Enrollment**

Dual enrollment credit is offered for specific courses and only available to juniors and seniors. These courses are offered at Paideia Liberal Arts Academy and completed through Edgenuity online courses or in-class coursework by high school teachers with college certification that allows students to earn both high school credit and college credit. Juniors and seniors may enroll in dual enrollment courses with prior approval and upon meeting dual enrollment admissions requirements.

College tuition fee associated with dual enrollment courses may apply.

**ACCOUNTING / .5 Credit** (*Prerequisite: completion of Algebra I, II and Geometry with 70% or greater*) In this course, students will master the fundamental principles and procedures of the modern practice of accounting. They will gain practical experience with bookkeeping and preparing financial reports within the context of operating a sole proprietorship. Students will use a problem solving approach to actively apply key concepts of introductory accounting to realistic case studies. Upon course completion, students will be able to identify accounting fundamentals, analyze financial reporting, apply principles of accounting for merchandising operations as well as analyze advanced accounting topics.

#### **1.1.4.3 Science**

**Earth Science 9 / 1 Credit** Earth Science emphasizes the core idea that Earth-- its composition, its atmosphere, and human processes—is a small part of the greater universe. Throughout the course students authentically practice the inquiry process by experiencing the scientific method and lab safety during lab work and consistently update a lab notebook. Additionally, throughout the year, students develop, analyze, and present/conclude a coached project that beckons to answer the course essential question: What impact do human processes have on Earth (its atmosphere or its composition)?

Students analyze and interpret data to construct explanations for varying weather, atmospheric pressures, climate change, and land structures. In order to access this content knowledge, students participate in labs with measuring tools, use models that replicate Earth's processes, and collect data that support a claim and hypothesis. Students develop and use models to analyze the structure of Earth and its unique composition including its internal and external systems. Students engage in seminar and debate to interpret evidence/data concerning the theories about energy's impact on matter and geological changes over time. This concept of debate and interpretation will carry on for students to question and define problems as they relate to finite and infinite natural resources and how the use of these resources impacts the overall health of Earth and humanity. Students make

interdisciplinary connections by researching, analyzing, presenting, and debating Earth Science content to current events found in informational texts and reliable news articles involving social studies, political science, literature, and math.

Students explore the solar system to obtain and communicate scientific information as it relates to the life cycle of stars, gravitational forces, the motion of planets (which also have unique atmospheric and structural compositions), and the multitude of theories that attempt to explain the origin and expansion of the universe. Students will read, analyze and discuss *Astrophysics for People in a Hurry* by Neil deGrasse Tyson in order to expand a scientist's view that Earth is a small part of the greater universe—such an implication would suggest that our Earth is worth valuing, saving, and protecting.

**Biology 10 / 1 Credit** (*Prerequisite: completion of Earth and Investigative Science with 70% or greater*) Biology emphasizes the core ideas that organisms: are organized by cells, have a finite life span, require energy to function, pass genetic information from one generation to the next, are diverse and are a result of evolution through time. Throughout the course students authentically practice the inquiry process by experiencing the scientific method and lab safety during lab work and consistently updating a lab notebook. Additionally, throughout the year, students will develop, analyze, and present/conclude a coached project that beckons to answer the course essential question: How do organisms positively and/or negatively impact one another?

Students develop arguments and models displaying the positive and negative impacts humanity has on biodiversity and ecosystems. Students use mathematical and computational thinking to describe claims regarding the limit to ecosystems and the inevitability of competition for resources. Students develop and use models to analyze the function of organisms on a cellular level. Students analyze and communicate data supporting the thesis that the cellular composition of an organism determines the method of how that organism processes, gains, or expels energy in order to maintain homeostasis. Students construct an explanation through models to evaluate the process of cell production or replication with emphasis that organisms have a finite life span. Students engage the entire scientific process to evaluate how genetic information is passed down from one generation to another. Students carry out investigations to evaluate the concept that certain species, dependent on their genetic traits, are capable of surviving over other trait varieties depending on the environment. Students read, analyze and discuss *The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus* by Richard Preston. This non-fiction book study will work as a vehicle for students to explore other real pathogens, viruses, genetic disorders, etc. and develop another coached project that displays the scientific method as it is used in the real world to identify, identify patterns, and eventually cure the ailments of humanity.

**Chemistry / 1 Credit** (*Prerequisite: completion of Biology with 70% or greater*) Chemistry is deeply rooted in the core idea that matter and its energy properties have the ability to react and alter. Throughout the course students authentically practice the inquiry process by experiencing the scientific method and lab safety during lab work and consistently updating a lab notebook. Additionally, throughout the year, students develop, analyze, and present/conclude a coached project that beckons to answer the course essential question: How can scientists predict the changes of matter?

Students use models and the periodic table of elements to demonstrate the changes of subatomic particles within atoms in order to understand stability, elemental compositions and changes, and



atomic bonds. Students interpret data to explain the relationships that elements can have with one another based on scientific laws-- such as kinetic molecular theory and gas laws. In other words, the composition of an element should predict how an element behaves under certain pressures or circumstances. Students inquire, hypothesize, and carry out investigations to understand chemical reactions. After students test their predictions and plot patterns, students construct an explanation and refine their experimental designs through reflection and teacher coaching.

Students evaluate and communicate information about how chemistry and technology has had positive and negative ethical, social, economic, and/or political implications by participating in debate and seminar.

Students read, analyze and discuss excerpts from Richard P. Feynman's *Six Easy Pieces: Essentials of Physics Explained by Its Most Brilliant Teacher*, in order to understand the real chemical bases of the universe and make connections between the fields of chemistry and physics. Students will connect science's profound impact on history by reading, analyzing and discussing excerpts from Deborah Blum's *The Poisoner's Handbook*. These informational texts will help catalyze further study into the individual scientists who sought to answer the questions of *why*.

**Physics / 1 credit** *Prerequisite: completion of Biology with 70% or greater*) Physics is deeply rooted in the core idea that objects consisting of matter have the potential and ability to impact one another through force, resulting in a transfer of energy. Additionally, throughout the year, students develop, analyze, and present/conclude a coached project that beckons to answer the course essential question: How can the movement and energy of one object impact another object?

Students construct examples through field study to explain electric, gravitational, and magnetic strengths. Students carry out investigations through computational formulas in order to calculate and predict how mass impacts momentum and velocity. Students collect data to analyze and interpret how objects function under Newton's Law. With this fundamental understanding students plan, design and create models and devices to show the laws of physics-- with a significant emphasis on electrical energy and the transfer of currents. Students delve further into the lab experience through constructing and explaining the relationships of frequency, wavelength, and amplitude in order to understand modern medical tools, scanners, and methods of communication. Overall, physics challenges students to question the technology we tend to take for granted and reminds us to ask *how*.

Students read, analyze and discuss excerpts from Stephen Hawking's *A Brief History of Time*, in order to understand how objects in space exist using inquiry methods, rather than complicated mathematical expression. Students read, analyze and discuss excerpts from Richard P. Feynman's *Six Easy Pieces: Essentials of Physics Explained by Its Most Brilliant Teacher*, in order to understand the real chemical bases of the universe and make connections between the fields of chemistry and physics. These informational texts will help catalyze further study into the individual scientists who sought to answer the questions of *how* systems in our universe work, and *how* can these systems be replicated to build beneficial tools.

**AP® Environmental Science / 1 honors credit** Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials. The course is intended to be the equivalent of a one-semester,

college-level ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

#### 1.1.4.4 Social Studies

**World History and Geography 9 / 1 Credit** World History and Geography offers the opportunity for students to build interdisciplinary research and analytics to better understand the connections of history to: art, culture, science, literature, sociology, and philosophy. Students begin with building research skills for history by interpreting historical data, understanding dating methods, formulating essential questions, constructing graphs/timelines/charts and other narratives to show chronological ascension, and evaluating primary and secondary sources. Students apply these skills throughout the year in order to compare and contrast global issues and events over time. Students deeply examine, debate via discussion and evidence based writing, the impacts of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Taoism, and other polytheistic/monotheistic belief systems on their impacts on humanity. Students compare and contrast the rise of empires in Latin America, Europe, and Asia and how those systems of society follow geographic trends. Students explain and analyze in seminar the lasting impacts of Roman and Greek philosophy and innovation. Students examine primary and secondary sources to gain an understanding of the motives and effects of exploration, trade, colonization, revolution, and war during the 16<sup>th</sup> century up to present time. In order to authentically understand the impacts of colonization students engage excerpts from the diary of Christopher Columbus, Las Casas' *A Short Account of the Destruction of the Indies*, and Eduardo Galeano's *Open Veins of Latin America*. Students examine and analyze maps to describe the role disease, trade (including the slave trade), expansion, and colonization plays on civilizations. Students discuss the motives of revolutions throughout world history, and the lasting impacts of World War I and II and The Cold War, the roots of genocide, Middle Eastern conflicts, and the persistent need for some countries to be economic and technological rivals. Students explain through evidence based writing the major changes and events in world history through deep research. Students trace contemporary issues such as global terrorism, environmental strains, human rights, regional conflicts, etc. to a starting point in world history- thus seeing the present as a continuation of history.

**United States/Arizona History 10 / 1 Credit** (*Prerequisite: completion of World History and Geography with 70% or greater*) Students build on their research skills for history by interpreting historical data, understanding dating methods, formulating essential questions, constructing graphs/timelines/charts and other narratives to show chronological ascension, and evaluating primary and secondary sources. Students delineate fact and opinion in order to understand credibility and validity of sources through evaluating main ideas, purpose and the perspective of writing. Students present their own evidence-based claims through debate and argumentative writing through a strong research of history throughout the course of the year. It is expected that students gained prior knowledge from middle school of American history and civics in order to build depth during this year's course work. Students will engage *A People's History of the United States* by Howard Zinn, as well as **excerpts** from *The Other Slavery* by Andres Resendez, *The Interesting Narrative and other Writings* by Olaudah Equino, *Incidents of a Slave Girl* by Harriet Jacobs, *An African American and Latinx History of the United States* by Paul Ortiz, *An Indigenous People's*

*History of the United States* by Roxanne Dunbar-Ortiz, and *Strangers from a Different Shore: A History of Asian Americans* by Ronald Takaki.

Students begin evaluating and describing the early civilians of North America, highlighting the Southwestern indigenous peoples—Mogollan, Hohokam, and Anasazi. Students review the motives of European exploration and describe their manifest destiny for land, trade, and religious freedom. Students discuss the impact this had on the native people of North America, and their continued murder, assimilation and movement will be referenced throughout the course of the school year. Students examine, discuss, and compare the rise of North American European settlement to their world history studies from the previous year. Students examine and discuss the global impact of the American Revolution and decline of the British Empire. Students discuss through seminar the development of the United States and the growing tensions of industrialization, immigration and progressivism. The American identity continues to be defined by the socio-political-economic changes molded by world wars, an expanding government, post war transformations, and international relations. In the era after the First World War America begins to police the rest of the world pushes it's own westernized culture. Students recall and review the impacts this made on Latin America, Southeast Asia, and Europe and the tensions head lining today's newspapers. Students engage primary sources including: government documents, presidential or American icon speeches, and examine political cartoons, photos, art, and music in order to discuss the zeitgeist of America at particular points in history and compare those to contemporary conflicts and policies. Through seminar, students better understand the diverse interpretations of primary sources because of the complex times that birthed their messages.

**United States/Arizona Government and Constitution 11/ .5 Credit** (*Prerequisite: completion of US/AZ History with 70% or greater*) The End in Mind for this course is to support students to become engaged citizens, who not only carry the history of our nation, but are aware of their influence over the future of political discourse. Students review the historical and philosophical skeleton of the American political system, as parts were borrowed from other parts of the world, and where the government gets its authority. Students examine, compare, and contrast the tribal, local, Arizona and other states, national and international forms of government and how that power is balanced through three branches of government. By understanding the checks and balances system students read, discuss through seminar and debate, write, and present claims about the American government structure; including the law making process, role of political parties, voting, elections, and the court systems. Students examine the American political structure outlined and interpreted in the Constitution as it influences culture, values, and principles. Students will engage and discuss the Constitution in order to explain and debate civil liberties, civil rights, and citizenship. Students complete project based learning tasks and writing to understand the role the media has played in the government, and the impact it continues to have in American politics. Students are not only prepared to take Arizona Department of Education's Civics Exam, but students are also knowledgeable future voters.

**Economics 11/ .5 Credit** (*Prerequisite: completion of US/AZ History with 70% or greater*) Students gain an introduction to microeconomics and macroeconomics. Students use inquiry to explore how individuals, institutions and societies use resources as they relate to wants and needs. Students simulate, through project based learning, personal finances including: budgeting, saving, spending, credit, banking, and insurance. Students engage, discuss, and interact with primary

learning tools from David Ramsey and other financial advisors. Students provide solutions for personal finance problems by making podcasts, commercials, or using another technological integration in order to give their learning a voice.

Students examine, analyze and discuss in seminar the economic philosophy theorists and their writings including: Adam Smith, Karl Marx, and John Mayard Keynes. Students discuss and analyze economic reasoning including scarcity, production, opportunity costs, and cost-benefit. Students inquire: exchange and market, the national economy, and the global economy. In order to gain an authentic understanding of economic principals and concepts students gain and understanding for the terms and practices of economy, and transfer that knowledge to research based projects and writings explaining, debating, and illustrating concepts such as: entrepreneurship, prices, inflation, GDP, trade, distribution of wealth, etc.

#### **1.1.4.5 Electives**

##### ***Fine Arts***

##### ***Music***

**Women's Ensemble / .5 credit per semester** This all women's will provide students the opportunity to study literature of all style periods, vocal techniques and musicianship skills. Women will continue their study of vocal technique; correct breathing pattern, vowel placement, section unity, and music theory and history. This course may also involve travel and competition in state and local events. Performance attire will be required. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course.

**Concert Choir / .5 credit per semester** This mixed choir will provide students the opportunity to study literature of all style periods, vocal techniques and musicianship skills. It will further explore studies in music theory and history preparing the student for College level courses. This course may also involve travel and competition in state and local events. Performance attire will be required. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

**Advanced Vocal Ensemble / .5 credit per semester** This advanced ensemble will provide students the opportunity to study a wide variety of music including chamber literature and a wide variety of choral works. It will involve advanced vocal techniques and musicianship skills. The ensemble will participate in various festivals and/or competitions throughout the year. Performance attire will be required. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

**Mixed Chorale / .5 credit per semester** Mixed Chorale is an introduction to the art of mixed choral singing including the fundamental techniques of voice production, breathing, phrasing, interpretation, and harmonization. This course will also explore introductory studies in music theory and history providing a good foundation for the beginner or intermediate musician to be able to comfortably move on to higher school level music courses. Performances will provide an opportunity to demonstrate growth and participation is required. Boys must provide own black pants and long sleeve white shirt for performances. Girls must provide own all black, knee length, skirt and short sleeve, white blouse for performances. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

**Show Choir / .5 credit per semester** Show choir is an auditioned group that learns a variety of musical theater pieces. The group learns dances that they perform while singing. Dance styles vary depending on the music being taught. Show choir performs at the various choir concerts throughout the year. Students will need "concert black" clothing for performances. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

**Class Piano / .5 credit per semester** Class piano is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how it is constructed, and discover the composers and history behind music. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

## **Art**

Art is designed for high school students with beginning to intermediate skills in drawing and painting who wish to learn or sharpen their skills and strengthen their work. During the course, assignments will include work from observation and guided individual projects. You will learn and practice techniques for graphite, ink, acrylic, colored pencil and mixed media. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two- semester course (0.5 credit each semester).

**Drawing Studio / .5 credit per semester** Drawing Studio is an intensive course for serious student artists who wish to focus exclusively on drawing materials and techniques. Students will explore composition, proportion, perspective and value. This program is designed for students who have established drawing skills. Students use drawing materials including graphite, charcoal, colored pencils, pastels, etc. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

**Paint Studio / .5 credit per semester** Paint Studio is an intensive course for serious student artists who wish to delve into aspects of watercolor, acrylic and oil painting. The course will focus exclusively on painting materials and techniques. Students will explore composition, color theory, processes, materials and the elements of painting. This program is designed for students who have previous drawing or painting experience and established skills. The course curriculum includes painting techniques and use of water and oil-based media. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

**Sculpture / .5 credit per semester** Sculpture class is a year-long course that is designed to develop students' perception of space by exploring how sculpture interacts with the surrounding environment. Students will learn how to manipulate a variety of tactile materials, including wire, paper, tinfoil, plaster, wood, clay, "found objects", adhesives and more! Students will also be involved in the planning, revising and reflection processes. Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester).

## Theatre

**Theater 1** Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester). This year long course is an introduction to the role of an Actor in the Theatre. The student will study and explore the various techniques for acting, roles within the theater, theater history, understanding of the organizational structures and historical and cultural influences on theatre and its literature. Students will have opportunities to strengthen skills in critical listening and thinking, as well as stage presence, monologue work, ensemble work, and gain an understanding of self and peer evaluation and adjustment. Skills in such areas as time management, critical analysis, leadership, and collaboration will be used.

**Theatre 2** Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester). This year long course builds on knowledge & skills acquired in Theatre 1 and introduces script writing and advanced scene work. Students will continue to practice and perform acting techniques acquired in Theatre 1 and receive further instruction on script analysis, playwrights, and duo scene directing. This course promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and cultural issues related to and addressed through theatre and create within various aspects of theatre in ways that are progressively more innovative. Theater 2 students analyze increasingly more sophisticated theatre literature to lead to the work of developing one- acts or complex scenes, and conduct and perform the results of significant research, including, but not limited to a focus on playwriting.

**Theatre 3** Students will receive 1.0 Fine Arts or Elective credit upon completion of this two-semester course (0.5 credit each semester). This year long course will require advance performance skills, improvisation work, Musical Dance Theatre, and directing original works. This course is designed for students with extensive experience in theatre, promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of production work. Students regularly reflect on aesthetics and cultural issues related to and addressed through theatre. Students will enhance their production work by incorporating the genre of Musical Dance Theatre within the curriculum. The focus of this course is production work as students will participate in at least two productions during the year. Personal portfolios will also be developed.

## World Languages

Students planning to graduate with the Advanced Liberal Arts Diploma are required to take at least 2 years of the same world language. World Languages are provided through Edgenuity blended learning. Students access learning online while on campus.

**American Sign Language 1 / 1 credit** (*No prerequisite*) This beginning full-year course will introduce you to vocabulary and simple sentences, so that you can start communicating right away. Importantly, you will explore Deaf culture: social beliefs, traditions, history, values and communities influenced by deafness. The second semester will introduce you to more of this language and its grammatical structures.

**American Sign Language 2 / 1 credit** (*Prerequisite: American Sign Language I*) In this course, students will build on the skills they learned in American Sign Language 1 and explore the long and

rich history of Deaf culture and language. They will expand their knowledge of the language as well as their understanding of the world in which it is frequently used. Students will grow their sign vocabulary and improve their ability to interact using facial expressions and body language. They will also learn current trends in technology within ASL as well as potential education and career opportunities.

**Chinese I / 1 credit** High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

**Chinese II / 1 credit** (*Prerequisite: Chinese I*) Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

**French I / 1 credit** Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

**French II / 1 credit** (*Prerequisite: French I*) Students continue their introduction to French in this second-year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas across the globe, and assessments.

**French III / 1 credit** (*Prerequisite: French II*) In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

**AP\* French Language & Culture / 1 honors level credit** (*Prerequisite: French III*) French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills. The course prepares students for the AP French

Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material.

**German I / 1 credit** High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

**German II / 1 credit** (*Prerequisite: German I*) Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

**Latin I / 1 credit** High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

**Latin II / 1 credit** (*Prerequisite: Latin I*) Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments

**Spanish I / 1 credit** Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.



**Spanish II / 1 credit** (*Prerequisite: Spanish I*) High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

**Spanish III / 1 credit** (*Prerequisite: Spanish II*) In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

**AP® Spanish Language & Culture / 1 honors level credit** (*Prerequisite: Spanish III*) Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

### *Physical Education, Health & Wellness*

PE and H&W courses are provided through Edgenuity blended learning opportunities. Students access personal learning online, access/demonstrate physical activities and receive personalized coaching on campus. All students are required to complete the Health & Personal Wellness\* course to graduate.

**Advanced PE 1 & 2 / .5 credit per semester** (*Open to juniors and seniors only*) This two-semester course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly. Basic anatomy, biomechanics, and physiology will serve as a foundation for students to build effective exercise programs. The study of nutrition and human behavior is also an integral part of the course. Students conduct fitness assessments and participate in weekly physical activity.

**Adaptive PE / .5 credit** (*No prerequisite*) This course allows for customized exercise requirements based on a student's situation. In addition, students learn the basic skills and information needed to

begin a personalized exercise program and maintain an active and healthy lifestyle. Students research the benefits of physical activity and the techniques, principles, and guidelines of exercise to keep them safe and healthy.

**Concepts in Fitness / .5 credit** (*No prerequisite*) This course examines basic concepts in fitness that are important for personal fitness, as well as necessary foundational information for any health or exercise career field. Areas of study include musculoskeletal anatomy and physiology, terms of movement, basic biomechanics, health-related components of fitness, FITT principles, functional fitness skills, safety and injury prevention, posture and technique, nutrition, and weight management.

**Comprehensive PE .5 credit** (*No prerequisite*) In this course, students will explore concepts involving personal fitness, team sports, dual sports, and individual and lifetime sports. Students will focus on health-related fitness as they set goals and develop a program to improve their fitness level through cardio, strength, and flexibility training. In addition, they will learn about biomechanics and movement concepts as they enhance their level of skill-related fitness. Students will learn about game play concepts and specifically investigate the rules, guidelines, and skills pertaining to soccer, softball, volleyball, tennis, walking and running, dance, and yoga. Students take a pre- and post-fitness assessment. Throughout this course, students also participate in a weekly fitness program involving elements of cardio, strength, and flexibility, as well as participating in a variety of dual, individual, and group sport activities.

**Exercise Science / .5 credit** (*Prerequisite Concepts in Fitness or Comprehensive PE*) This course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly and how to motivate themselves and others. Basic anatomy, biomechanics, and physiology will serve as a foundation for students to build effective exercise programs. The study of nutrition and human behavior is also an integral part of the course to enhance the student comprehension of this multifaceted subject. *\*This course is recommended for grades 10–12.*

**Fitness Fundamentals I / .5 credit** (*No prerequisite*) This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students participate in pre- and post-fitness assessments in which they measure and analyze their own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. In this course, students research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Throughout this course, students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

**Fitness Fundamentals II / .5 credit** (*Prerequisite Fitness Fundamentals I*) This course takes a more in-depth look at the five components of physical fitness touched on in Fitness Fundamentals I: muscular strength, endurance, cardiovascular health, flexibility, and body composition. This course allows students to discover new interests as they experiment with a variety of exercises in a non-competitive atmosphere. By targeting different areas of fitness, students increase their understanding of health habits and practices and improve their overall fitness level. Students take a pre- and post-fitness assessment. Throughout this course, students also participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

**Flexibility Training / .5 credit** *(No prerequisite)* This course focuses on the often-neglected fitness component of flexibility. Students establish their fitness level, set goals, and design their own flexibility training program. They study muscular anatomy and learn specific exercises to stretch each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles to flexibility training. This course explores aspects of static, isometric, and dynamic stretching and also touches on aspects of yoga and Pilates. In addition, this course discusses good nutrition and effective cross-training. Students conduct fitness assessments and participate in weekly physical activity.

**Health & Personal Wellness\* / .5 credit** *(REQUIRED Course / Fulfills the health education requirement for graduation)* This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students apply principles of health and wellness to their own lives. In addition, they study behavior change and set health goals to work on throughout the semester. Additional topics of study include healthy relationships, reproductive health, disease transmission, substance abuse, safety and injury prevention, environmental health, and consumer health.

**Personal Training / .5 credit** *(Prerequisite Concepts in Fitness, open to juniors and seniors only)* This course examines the role and responsibilities of a personal trainer. Students will learn the steps to become a personal trainer, including performing fitness assessments, designing safe and effective workouts, and proper nutrition principles. Concepts of communication and motivation will be discussed, as well as exercise modifications and adaptations for special populations. Students will also examine certification requirements, business and marketing procedures, and concerns about liability and ethics. In addition, throughout the course students will be able to explore various exercises, equipment, and tools that can be used for successful personal training.

**Running / .5 credit** *(No prerequisite)* This course is appropriate for beginning, intermediate, and advanced runners and offers a variety of training schedules for each. In addition to reviewing the fundamental principles of fitness, students learn about goals and motivation, levels of training, running mechanics, safety and injury prevention, appropriate attire, running in the elements, good nutrition and hydration, and effective cross-training. While this course focuses mainly on running for fun and fitness, it also briefly explores the realm of competitive racing. Students conduct fitness assessments and participate in weekly physical activity.

**Strength Training / .5 credit** *(Prerequisite Concepts in Fitness. Open only to juniors and seniors)* This course focuses on the fitness components of muscular strength and endurance. Students establish their fitness level, set goals, and design their own resistance training program. They study muscular anatomy and learn specific exercises to strengthen each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles and other fundamental exercise principles, such as progression and overload and strength training. This course also discusses good nutrition and effective cross-training. Students take a pre- and post-fitness assessment. Students conduct fitness assessments and participate in weekly physical activity.

**Walking Fitness / .5 credit** *(No prerequisite)* This course helps students establish a regular walking program for health and fitness. Walking is appropriate for students of all fitness levels and is a great

way to maintain a moderately active lifestyle. In addition to reviewing fundamental principles of fitness, students learn about goals and motivation, levels of training, walking mechanics, safety and injury prevention, appropriate attire, walking in the elements, good nutrition and hydration, and effective cross-training. Students take a pre- and post-fitness assessment. Throughout this course, students also participate in a weekly fitness program involving walking as well as elements of resistance training and flexibility.

### ***Career and Technical Courses (CTE)***

Career and Technical Education courses align with and support the student's My Voice ECAP project and are offered through Edgenuity.

**Career Planning & Development / .5 credit** (*Prerequisites: none*) Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

### **CTE Basic Courses** (*Prerequisite for all basic courses: Career planning & Development*)

**Computer Applications: Office® 2016 / 1 credit** This full-year course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft® Office®. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit and share Office 2016 documents for both personal and professional use. By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office suite of applications: Word®, Excel®, PowerPoint®, and Outlook®.

**Digital Arts / .5 credit** Digital Arts focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to Adobe® Illustrator®, and also learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

**Health Science Concepts / 1 credit** This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology—including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students

with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

**Introduction to Business / 1 credit** In this two-semester introductory course, students learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

**Introduction to Coding / .5 credit** Intro to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in the Python programming language as they write and test their own code using the approaches real programmers use in the field. Students will program with variables, functions and arguments, and lists and loops, providing a solid foundation for more advanced study as well as practical skills they can use immediately.

**Introduction to Entrepreneurship / .5 credit** This one-semester course teaches the key skills and concepts students need to know to plan and launch a business. Students learn about real-life teen entrepreneurs; characteristics of successful entrepreneurs; how to attract investors and manage expenses; sales stages, planning, and budgeting; how to generate business ideas and create a business plan; and how to promote and market a company. Topics include exploring factors of business success and failure, economic systems, competition, production, costs and pricing, accounting, bookkeeping and financial reporting, working with others, and successfully managing employees.

**Introduction to Health Science / 1 credit** This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the health care field.

**Introduction to Information Technology / 1 credit** This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

**Medical Terminology / .5 credit** This semester-long course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course provide students entering the health care field with a deeper understanding of the application of the language of health and medicine. Students are

introduced to these skills through direct instruction, interactive tasks, practice assignments, and unit-level assessments.

**Microsoft Office Specialist / 1 credit** This two-semester course introduces students to the features and functionality of Microsoft® Office® 2010 while preparing them for the beginning, intermediate, and advanced levels of the Microsoft User Specialist (MOS) certification program. Through video instruction, interactive skills demonstrations, practice assignments, and unit-level assessments, students become proficient in Microsoft Word®, Excel®, PowerPoint®, Outlook®, and Access®. By the end of the course, students are prepared to demonstrate their skills by obtaining one or more MOS certifications.

**Personal Finance / .5 credit** This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

**Nursing Assistant / 1 credit** This two-semester course prepares students to provide and assist with all aspects of activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology and procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Certified Nursing Assistant (CNA).

**Pharmacy Technician / 1 credit** This two-semester course prepares students for employment as a Certified Pharmacy Technician (CPhT) and covers the skills needed for the pharmacy technician field. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn the basics of pharmacy assisting, including various pharmacy calculations and measurements, pharmacy law, pharmacology, medical terminology and abbreviations, medicinal drugs, sterile techniques, USP 795 and 797 standards, maintenance of inventory, patient record systems, data processing automation in the pharmacy, and employability skills. Successful completion of this course prepares the student for national certification for employment as a CPhT.

**CTE Advanced Programs / .5 credit each** Students may apply for advanced CTE courses beginning their sophomore year for programs to be taken during their junior and senior years.

Prerequisites: Mentor recommendation, completion of previous year's capstone projects and completion of Career Planning & Development.

CTE advanced programs include:

**Agriculture, Food, and Natural Resources**

- Agriscience 1: Introduction to Agriscience
- Agriscience 2A & 2B: Sustaining Human Life
- Forestry & Natural Resources
- Principles of Agriculture, Food, & Natural Resources
- Veterinary Science: The Care of Animals

**Arts, Audio/Video Technology & Communications**

- Animation
- Digital Photography 1A, 1B, II
- Introduction to Social Media
- Journalism 1A & 1B
- Music Appreciation
- Public Speaking 1A, 1B

**Business Management & Administration**

- International Business: Global Commerce in the 21<sup>st</sup> Century

**Education & Training**

- Early Childhood 1A, 1B
- Real World Parenting

**Energy**

- Renewable Technologies 1A, 1B

**Hospitality & Tourism**

- Culinary Arts 1A, 1B
- Hospitality & Tourism 1: Traveling the Globe
- Hospitality & Tourism 2A, 2B: Hotel & Restaurant Management

**Human Services**

- Cosmetology 1: Cutting Edge Styles
- Cosmetology 2: The Business of Skin & Nail Care
- Fashion & Interior Design
- Nutrition & Wellness
- Peer Counseling

**Information Technology**

- Cybersecurity 1A, 1B
- Game Design 1A, 1B

**Law, Public Safety, Corrections and Security**

- Careers in Criminal Justice
- Criminology: Inside the Criminal Mind
- Introduction to Military Careers
- Law & Order: Introduction to Legal Studies
- National Security
- Principles of Public Service: To Serve & Protect

**Manufacturing**

- Introduction to Manufacturing: Product Design & Innovation

**Marketing**

- Advertising and Sales Promotion
- Sports and Entertainment Marketing

**Science, Technology, Engineering and Mathematics**

- Astronomy: Exploring the Universe 1A, 1B
- Biotechnology: 1A, 1B
- Concepts of Engineering and Technology
- Forensic Science I: Secrets of the Dead
- Forensic Science II: More Secrets of the Dead
- Great Minds in Science: Ideas for a New Generation
- Marine Science 1A, 1B



# 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.

School Name: Paideia Liberal Arts Academy				
	Number of Students			
Grade Level	Opening — FY21	Target—FY22	Target—FY23	Target—FY24
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>	120	120	120	120
8 <sup>th</sup>	100	120	120	120
9 <sup>th</sup>	100	120	120	120
10 <sup>th</sup>	50	100	120	120
11 <sup>th</sup>		50	100	120
12 <sup>th</sup>			50	100
<b>Total Enrollment</b>	370	510	630	700

\*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

## Enrollment Matrix

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

School Name: Paideia Academy of South Phoenix				
	Number of Students			
Grade Level	Current—FY19	Target—FY20	Target—FY21	Target—FY22
Kindergarten	119	115	125	125
1 <sup>st</sup>	118	115	125	125
2 <sup>nd</sup>	108	115	125	125
3 <sup>d</sup>	101	110	125	125
4 <sup>th</sup>	93	100	125	125
5 <sup>th</sup>	122	100	120	120
6 <sup>th</sup>	76	120	120	120
7 <sup>th</sup>	53	75		
8 <sup>th</sup>	52	50		
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>	842	900	865	865

\*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: Paideia Liberal Arts Academy				
	Number of Staff Members			
Position	Opening — FY21	Anticipated — FY22	Anticipated — FY23	Anticipated — FY24
Administration	1	2	2	2
Teachers/ Instructional Staff				
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>	4	4	4	4
8 <sup>th</sup>	4	4	4	4
9 <sup>th</sup>	4	4	4	4
10 <sup>th</sup>	4	4	4	4
11 <sup>th</sup>		4	4	4
12 <sup>th</sup>			4	4
Specialty Staff (Music, Art, PE, CTE etc.)	4	4	6	6
Special Education	1	1	1	1
Paraprofessional	3	3	4	4
Additional Staff				
List title: Office Staff	3	3	3	3
List title: Counselor	1	1	1	1
List title: Cafeteria	2	2	2	2
List title: Custodial	2	2	2	2
<b>Total Number of Staff Members</b>	<b>33</b>	<b>38</b>	<b>45</b>	<b>45</b>

\*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: Paideia Liberal Arts Academy				
	Leadership Team			
Title	Opening—FY21	Anticipated—FY22	Anticipated—FY23	Anticipated—FY24
Principal	Sam Perez	Sam Perez	Sam Perez	Sam Perez
Assistant Principal	none	TBD	TBD	TBD



## 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: Paideia Academy of South Phoenix				
Position	Number of Staff Members			
	Current— FY19	Anticipated – FY20	Anticipated – FY21	Anticipated – FY22
Administration	5	5	5	5
Teachers/Instructional Staff				
Kindergarten	5	5	5	5
1 <sup>st</sup>	5	5	5	5
2 <sup>nd</sup>	4	5	5	5
3 <sup>rd</sup>	4	4	5	5
4 <sup>th</sup>	3.5	4	4	5
5 <sup>th</sup>	4.5	4	4	4
6 <sup>th</sup>	3	4	4	4
7 <sup>th</sup>	2	2		
8 <sup>th</sup>	2	2		
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
Specialty Staff (Music, Art, PE, etc.)	6	6	6	6
Special Education	1	1	1	1
Paraprofessional	5	6	4	4
Additional Staff				
List title: Teacher Coach	2	2	2	2
List title: Behavior Specialist	1	1	1	1
List title: Office Staff	4	4	3	3
List title: custodian	2	2	2	2
<b>Total Number of Staff Members</b>	<b>59</b>	<b>62</b>	<b>56</b>	<b>57</b>

\*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: Paideia Academy of South Phoenix				
	Leadership Team			
Title	Current—FY19	Anticipated—FY20	Anticipated—FY21	Anticipated—FY22
Executive Director	Brian Winsor	Brian Winsor	Brian Winsor	Brian Winsor
Curriculum Director	Victoria Garrison	Victoria Garrison	Victoria Garrison	Victoria Garrison
Director of Assessment & Intervention	Beth Mendonca	Beth Mendonca	Beth Mendonca	Beth Mendonca
Special Education Director	Maja Rodriguez	Maja Rodriguez	Maja Rodriguez	Maja Rodriguez
Principal	Brian Winsor	Brian Winsor	Margo Kaisara	Margo Kaisara

The Paideia Academies Inc.

Corporate Board Meeting held at 1535 E Baseline Rd Phoenix AZ 85042

Called to order on February 25, 2019 at 5:05 PM

#### Minutes

##### I. Verified Quorum –All present

In Person – Dr. Tietgen, Mrs. Mendonca, Ms. Garrison, Mrs. Leach, Dr. Winsor, Dr. Hess, Mrs. Schmaltz, Mr. Landreth

Guests present: Mrs. Catherine Miranda, Mr. Brice of Consilium Financial Group

##### Approve previous minutes

Motion to approve previous board minutes from January 28, 2019.

Changes noted Mrs. Mendonca was not at the January meeting. Dr. Hess noted to change the DCOH requirement from 80 to 45.

Motion made by Mr. Landreth,

Second made by Mrs. Schmaltz

Vote:

Dr. Winsor – yes

Mrs. Mendonca – yes

Ms. Garrison – yes

Mrs. Schmaltz – yes

Dr. Hess – yes

Mrs. Leach – yes

Dr. Tietgen – yes

Mr. Landreth – yes

Motion passes by majority vote

##### II. Call to the public

No members of the public requested comment

##### III. Board Development

Dr. Winsor introduced Mrs. Catherine Miranda as a former Arizona representative and senator.

Mrs. Miranda introduced, her history in education and government service and her desire to serve on the Paideia Corporate Board.

Dr. Winsor nominated Mrs. Miranda to be a Corporate Board Member.

Mrs. Leach made a second to the nomination

Vote:

Dr. Winsor – yes

Mrs. Mendonca – yes

Ms. Garrison – yes

Mrs. Schmaltz – yes

Dr. Hess – yes

Mrs. Leach – yes

Dr. Tietgen – yes

Mr. Landreth – yes

Motion passes by majority vote

Dr. Winsor explained to Mrs. Miranda the requirement for Finger Print Clearance Card and other documents required by the Charter Board before she could formally begin her service on the board.

#### IV. New School Amendment Request

Dr. Winsor explained the necessity of approving an amendment request to open a new school verses solely requesting grade level expansion and enrollment cap increase. This way, as he understands it, the two Paideia schools would not impact one another in their annual academic grade from the state. He explained that the corporate board would have fiduciary stewardship over both schools. He also explained the necessity to include in the motion to move the 7<sup>th</sup> and 8<sup>th</sup> grade students from the Terrace campus to the new school so that the Charter Board could see the whole picture.

Board members asked clarifying questions.

Motion by Mrs. Leach to amend the charter to include a new school named Paideia Liberal Arts Academy housing 7<sup>th</sup> – 12<sup>th</sup> grades with an enrollment cap increase from 900 to 1700 students and that the current 7<sup>th</sup> and 8<sup>th</sup> grade students would move to the new school decreasing the grades served at the Terrace campus to Kindergarten through 6<sup>th</sup> grade.

Second made by Dr. Hess

No further discussion

Vote:

Ms. Garrison – yes

Mrs. Schmaltz – yes

Mrs. Leach – yes

Dr. Hess – yes

Mr. Landreth – yes

Mrs. Mendonca – yes

Dr. Winsor – yes

Dr. Tietgen – yes

Motion passes by majority vote

#### V. Teacher Employment Agreement/Contract

Discussion to determine what, if any, consequences be for teachers who terminate their employment before the end of the year. Discussion to continue with an “employment agreement” or move to a “contract”.

After much discussion on the merits of a financial consequence to early termination of the agreement and the perils of not being able to collect the money and it being perceived by potential teachers as a deterrent to accepting a position with Paideia it was decided to table the issue until the Executive Team could gather more information from our attorney.

Motion to table made by Mr. Landreth

Second by Mrs. Schmaltz

Vote:

Dr. Winsor – yes

Mrs. Mendonca – yes

Ms. Garrison – yes

Mrs. Schmaltz – yes

Dr. Hess – yes

Mrs. Leach – yes

Dr. Tietgen – yes

Mr. Landreth – yes

Motion passes by majority vote

Executive Team directed to gain further information from attorney

Is this a common practice among charter schools?

What would be the impact of changing to a contract?

How could the school collect the penalty?

What is the appeals process for an employee who is faced with a penalty for early termination?

#### VI. Kindergarten Enrollment Guidelines

Discussion regarding changing the kindergarten early enrollment policy:

Current policy

**Kindergarten admission:** *Only scholars who turn 5 before September 1<sup>st</sup> are automatically enrolled into Paideia's kindergarten. No scholar will be enrolled whose 5<sup>th</sup> birthday is after December 31<sup>st</sup> of the current academic year. Scholars with birthdays between September 1<sup>st</sup> and December 31<sup>st</sup> must meet the following criteria to be eligible to enroll:*

1. *Student must already be enrolled in an early childhood program, such as Headstart or Preschool;*
2. *A readiness letter (on the official letterhead of the early childhood institution) must be provided along with the enrollment packet. This letter must provide evidence that the child is ready for a full day Kindergarten program; and*
3. *Documentation of competency in a comprehensive early childhood assessment (such as an early childhood readiness assessment, DIBLES, AIMSweb, etc.). If none is available, Paideia Academy will provide the assessment.*

Discussion ensued about the challenges early kindergarten students face in future years along with the challenges kindergarten teachers face with them in the classroom. Most early kindergarten students have academic skills but lack the maturity level to make it in a structured kindergarten classroom.

Motion by Dr. Winsor to change the Kindergarten Enrollment policy to:

**Kindergarten admission:** *Only scholars who turn 5 on or before September 15<sup>th</sup> are enrolled into Paideia's kindergarten.*

Mrs. Landreth made a second to the nomination

Vote:

Dr. Winsor – yes

Mrs. Mendonca – yes

Ms. Garrison – yes

Mrs. Schmaltz – yes

Dr. Hess – recused himself from vote

Mrs. Leach – yes

Dr. Tietgen – yes

Mr. Landreth – yes

Motion passes by majority vote

#### VII. Financial Dashboard Review

Mr. Brice distributed a dashboard of financial standing for Paideia Academy. It was not fully presented due to time, however the quick over view showed the board Paideia Academy is in good financial standing.

#### VIII. Paideia Preschool – Academy Purchase from Dr. Winsor and Mrs. Mendonca

Dr. Winsor and Mrs. Mendonca recused themselves and left the board room for the discussion and potential action. Mr. Joel Brice of Consilium financial led the discussion.

Mr. Brice explained the benefits of Paideia Academies acquiring Paideia Preschool. An estimate of 40-50 of the incoming Paideia Academy kindergarteners come directly from the Paideia Academy preschool. Those kindergarteners already have an understanding the Paideia culture and expectations. Offering a preschool on site to the families of Paideia Academy could be beneficial and bring new students to the academy. The board was very interested in acquiring the preschool and asked Mr. Brice to proceed with acquiring more information in regards to value.



Dr. Winsor and Mrs. Mendonca were invited back into the board room.  
Joel Brice asked for them to get him Profit & Loss Statements for the past 3 years to assist in making a valuation.

- IX. Adjournment  
Motion to adjourn by Dr. Tietgen  
Second made by Mr. Landreth  
Vote:  
Dr. Winsor – yes  
Mrs. Mendonca – yes  
Ms. Garrison – yes  
Mrs. Schmaltz – yes  
Dr. Hess – yes  
Mrs. Leach – yes  
Dr. Tietgen – yes  
Mr. Landreth – yes  
Motion passes unanimous

Next corporate meeting to be held on March 25, 2019 at 5:00 PM at the Baseline Corporate Headquarters.

  
Approved by Name and Date

3/8/2019

Dr. Winsor presented the 2019/2020 administration salary schedule. Board discussed steps versus experience and what is required to move steps.

Motion made by Mrs. Leach to adopt the presented 2019/2020 administration salary schedule as presented.

Second made by Dr. Hess.

Vote:

Dr. Winsor-yes

Mrs. Mendonca- yes

Ms. Garrison- yes

Mrs. Schmaltz- yes

Mr. Landreth- yes

Mrs. Leach- yes

Dr. Hess- yes

Dr. Tietgen- yes

Motion passes by majority vote

IV. Leadership Appointment

Dr. Winsor presented Ms. Margo Kaisara candidate for an assistant principal position to begin the 2019/2020 school year. Ms. Margo Kaisara introduced herself and gave her background to the board. The board reviewed her resume and asked questions.

Motion made by Dr. Hess to appoint Ms. Margo Kaisara as the assistant principal of Paideia Academies for the 2019/2020 school year, as long as funding is possible.

Second made by Mrs. Schmaltz

Vote:

Dr. Winsor-yes

Mrs. Mendonca- yes

Ms. Garrison- yes

Mrs. Schmaltz- yes

Mr. Landreth- yes

Mrs. Leach- yes

Dr. Hess- yes

Dr. Tietgen- yes

Motion passes by majority vote

V. Resolution to Purchase Preschool

Dr. Tietgen presented Dr. Winsor and Mrs. Mendonca's counter offer of \$95,320 for the purchase of Paideia Preschool of South Mountain along with all physical assets owned by the preschool. The \$95,320 value was based on an analysis of CPA William Sprague. The board discussed how the total of \$95,320 compared to their original offer versus what is market acceptable. Board came to the conclusion \$95,320 was an acceptable purchase price. Dr. Tietgen presented the resolution in written form that explained the purchase would not exceed \$95,320.

Motion was made by Mr. Landreth to approve the resolution and purchase of Paideia Preschool South Mountain for an amount no to exceed \$95,320.

The Paideia Academies, Inc.

Corporate Board Meeting held at 1535 East Baseline Road, Phoenix, Arizona 85042

Called to order at 5:04 PM 6/3/2019

#### Minutes

I. Verified Quorum- All present

In Person- Dr. Winsor, Mrs. Mendonca, Ms. Garrison, Dr. Tietgen, Dr. Hess, Mrs. Schmaltz,  
Mr. Landreth, Mrs. Leach

Guests- Mr. Brice; Ms. Kaisara

Approve previous minutes

Motion to approve previous board minutes from March 25, 2019.

Motion made by Dr. Hess to approve minutes with corrections.

Second made by Mrs. Schmaltz

Vote:

Dr. Winsor-yes

Mrs. Mendonca- yes

Ms. Garrison- yes

Mrs. Schmaltz- yes

Mr. Landreth- yes

Mrs. Leach- yes

Dr. Hess- yes

Dr. Tietgen- yes

Motion passes by majority vote

II. Call to the public

No members of the public requested comment

III. Policies Review 2019/2020

Dr. Winsor and Ms. Garrison presented the 2019-2020 school calendar.

Motion made by Mrs. Schmaltz to adopt the presented 2019-2020 calendar.

Second made by Mrs. Leach

Vote:

Dr. Winsor-yes

Mrs. Mendonca- yes

Ms. Garrison- yes

Mrs. Schmaltz- yes

Mr. Landreth- yes

Mrs. Leach- yes

Dr. Hess- yes

Dr. Tietgen- yes

Motion passes by majority vote

Second made by Ms. Garrison

Vote:

Ms. Garrison- yes

Mrs. Schmaltz- yes

Mr. Landreth- yes

Mrs. Leach- yes

Dr. Hess- yes

Dr. Tietgen- yes

Motion passes by majority vote

Dr. Winsor- recused from voting

Mrs. Mendonca- recused from voting

VI. Academic Growth

Mrs. Mendonca and Mrs. Garrison presented the 2019 AZ Merit Test results for ELA and Math. Board recognized and discussed the significant increase in the majority of scores across all grade levels. Ms. Garrison reviewed action taken to increase teacher effectiveness for academic growth and achievement. No vote needed.

VII. Revisit Charter Amendment Plan – Enrollment Cap Increase

Dr. Winsor presented the need to modify the amendment request to increase the enrollment cap to at least 1800, with the expectation of 900 needed K-6 and 900 for 7-12. The board reviewed campus budget phases.

Motion made by Dr. Hess to approve the enrollment cap to 1800 on the amendment plan.

Second made by Mrs. Schmaltz

Vote:

Dr. Winsor-yes

Mrs. Mendonca- yes

Ms. Garrison- yes

Mrs. Schmaltz- yes

Mr. Landreth- yes

Mrs. Leach- yes

Dr. Hess- yes

Dr. Tietgen- yes

Motion passes by majority vote

VIII Financial Review

Mr. Brice presented the financial dashboard, reviewing the financial standing of Paideia Academies up to date compared to the budget. He explained the budget projections and Key Indicators FY 2019. There were no financial concerns regarding Paideia Academies budget at this time.

IX Proposed State Budget FY 2020

Mr. Brice presented the FY 2020 Annual Budget. The board questioned and discussed the increased costs in funding for 2020 in some areas of the budget. Mr. Brice explained it was due to some items being reallocated to get paid directly from Federal Funds. The review of the FY 2020 Annual Budget supported that Paideia Academy is projected to be financial stable and strong.

Motion made by Mrs. Schmaltz to adopt the proposed FY 2020 Annual Budget.

Second by Mrs. Leach

Vote:

Dr. Winsor-yes

Mrs. Mendonca- yes

Ms. Garrison- yes

Mrs. Schmaltz- yes

Mr. Landreth- yes

Mrs. Leach- yes

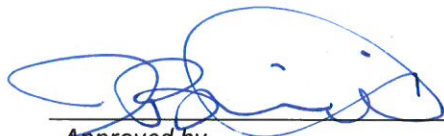
Dr. Hess- yes

Dr. Tietgen- yes

Motion passes by majority vote

Meet adjournment at 7:32 pm.

Next corporate board meeting to be held on July 8, 2019 at 5PM at the Baseline Corporate Headquarters.

  
Approved by

6/10/19  
Date



# Arizona State Board for Charter Schools

## Agricultural Land Regulation Assurance and Understanding

Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

### Charter Holder Information

Name of Charter Holder Entity	The Paideia Academies, Inc
Name of Charter School	Paideia Liberal Arts Academy

### Check box below to indicate which statement applies

<input type="checkbox"/>	The charter school is not located less than one-fourth mile from agricultural land.
<input checked="" type="checkbox"/>	The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.

### Signature

By signing below, I understand and affirm that the forgoing information provided by me for the above listed Charter Holder is true and correct. Furthermore, if any part of the information provided proves to be false, I recognize that it shall be just cause for revocation of the charter by the Arizona State Board for Charter Schools.

Charter Representative Signature: [Signature] Date: 3/4/19





## Arizona State Board for Charter Schools

### Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("Board"), at a meeting held on November 21, 2017, approved a revised policy that requires new and existing charter holders to submit a copy of a valid Certificate of Occupancy and current Fire Marshal's Inspection Report for each location where educational services will be provided prior to the initiation of State equalization payments.

The Board will request that the Arizona Department of Education ("ADE") withhold State equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new schools under existing charter contracts, 3) schools under existing charter contracts moving from one location to another, and 4) new buildings/structures added to an existing school, until the school has submitted valid copies of the required Certificate of Occupancy and current Fire Marshal's Inspection Report for the new educational facility.

Once Board staff has verified that the appropriate documents for each school location have been received, the Board office will notify the Charter Holder and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20<sup>th</sup> of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20<sup>th</sup> of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

#### Charter Holder Information

Name of Charter Holder Entity

The Paideia Academies Inc

School Location(s) for which the request applies

Paideia Liberal Arts Academy

#### Signature

By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal's Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.

I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.

Charter Representative Signature: \_\_\_\_\_

Date: 3/4/19



City of Phoenix

## CERTIFICATE OF OCCUPANCY

**MAIL TO:** ARIN MCCULLY  
ADOLFSON AND PETERSON CONSTRUCTION  
5002 S ASH AVENUE  
TEMPE, AZ 85282

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

**SUBJECT ADDRESS:** 7777 S 15TH TER  
**OWNER:** PORTFOLIO CHARTER FUND IV LLC  
2350 E GERMANN RD # 26  
CHANDLER, AZ 85249

**CERTIFICATE #:** 1204363 **BUILDING PERMIT:** BLD 12006470  
**ISSUED:** 13-NOV-2012  
**PROJECT:** 04-1190 - PAIDEIA ACADEMY OF SOUTH PHOENIX

**FLOOR AREA:** 49,224

**AUTHORIZED USE AND OCCUPANCY:** I.E

phcp0101 rev 1.1.ki

EFFECTIVE BUILDING CODES: 2006 IRC, 2006 IMCC, 2006 IBC, 2008 NEC, 2006 IMC, 2006 UPC, 2006 IFI, 2006 IFGC  
TYPE OF BUSINESS: LOG#: LPHN 1200106 PROJECT#: 04 1190 SITE INSP(N) SPECIAL EGRESS CONTROL (N)  
SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (Y) DEFERRED SUBMITTAL (Y) PREFAB WOOD  
TRUSSES (FIELD REVIEW) SPEC PER PCC SEC. 1704 (Y) INSPECTION OF FABRICATORS, STEEL CONSTRUCTION, CONCRETE  
CONSTRUCTION, WOOD CONSTRUCTION AND SOILS STR SEC. 1709 (Y) PREFABRICATED DEFERRED UNITS AND THESE CONNECTIONS,  
WHEN SUCH UNITS ARE UTILIZED STRUCTURALLY IN THE LATERAL FORCE RESISTING SYSTEM OF A STRUCTURE. ELEC PCC SEC.  
2703 (N) ELEC OBS PCC SEC. 1704 (N) MECH PCC SEC. 1802 (Y) MECH OBS PCC SEC. 2803 (N) PLMB PCC SEC. 2903 (N)  
PLMB OBS PCC SEC. 2904 (N)  
WATER METERS: NEW 2" COMPOUND DOMESTIC AND 1-1/2" LANDSCAPE SECONDARY BACKFLOW (Y)  
SCOPE OF WORK: BLDG PLMB MECH ELEC STRUC PCD ZONING: R1-6  
TEAM LEADER/MSAH PLAN REVIEWERS - IBC/STRUC: DSA, PLMB: LTA, MECH/PLMB: DMCC  
PROFESSIONAL REGISTRANTS - ARCHITECTURAL: MICHAEL DAVID SCHUBERT, #26587, STRUCTURAL: GREG SPENCER BRODERICK,  
P.E. #37376, MECHANICAL/ PLUMBING: MICHAEL KRAEMER, P.E. #19175, ELECTRICAL: JAMES MILTON JONES, P.E. #42065,  
GEO/TECHNICAL: KENNETH LANCE RICKER, P.E. #10971, CIVIL: JEFF LAWRENCE WIKMYER, P.E. #43954 JOB CONTACT NAME:  
MICHAEL SCHUBERT PH: 480-345-8700  
DESCRIPTION OF WORK: NEW ELEMENTARY CHARTER SCHOOL - (1) BUILDING 49,224 SF, OCCUPANCY TYPE: E - EDUCATION, WITH  
NON SEPARATED USES OF ACCESSORY ASSEMBLY A-3, STORAGE S-1 AND BUSINESS H OCCUPANCIES. CONSTRUCTION TYPE: V-B,  
ASSOCIATED SITE/CIVIL ROW CONSTRUCTION. THE BUILDING CONSTRUCTION CONSISTS OF THE FOLLOWING: COMBUSTIBLE WOOD  
ROOF AND 2ND FLOOR WITH PLYWOOD SHEATHING OVER PREFAB WOOD TRUSSES SUPPORTED BY GLULAM BEAMS, WOOD POSTS,  
EXTERIOR WOOD STUD WALLS AND SPREAD CONCRETE FOUNDATIONS. SEPARATE STATE FIRE MARSHAL PERMIT REQUIRED FOR:  
INSTALLATION OF NEW FIRE SPRINKLER SYSTEM (NFPA 13), INSTALLATION OF NEW FIRE SPRINKLER DIALER, INSTALLATION OF N





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



**ARIZONA STATE FIRE MARSHAL - Thursday, May 02, 2019 12:06:31 PM (Robert Merigan)**

User Name	Robert Merigan		
User #	5203491025		
Form Started	5/2/2019 12:06:31 PM		
Form Submitted	5/2/2019 12:10:30 PM		
Inspection Date	Thursday, May 02, 2019		
OSFM Facility ID	17892		
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	The Paideia Academies		
Facility Address	1535 E.Baseline Rd		
City	Phoenix		
County	Maricopa		
Contact for Inspection	M. Burney		
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100	Phoenix, Arizona 85007	1110 West Washington St. (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Robert Merigan: 80		
Inspector Signature	Attached Data		

Phone	(602) 620-4292
Permit Inspection	No
Type of Inspection	Re-Inspection
Inspection	Periodic Fire Safety Inspection
Inspection Results	
1 Violation Type	No Violations
Congratulations	At time of inspection this facility had no vilolations of the Arizona State Fire Code noted.,Approved for DES licensure for three years.,Approved for DHS licensure for three years. ,Approved for state licensure.
Violation Type	N/A
Tag	Pass
Inspection Time	1.0
Travel Time	1.0
Mileage From Office	7.5
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.
Send Email To:	mburney@paideiamail.com
Date	Thursday, May 02, 2019

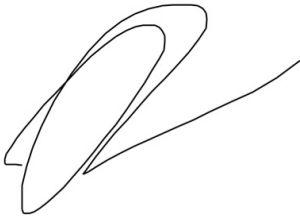


**Department of Forestry  
and Fire Management**  
Office of the State Fire Marshal



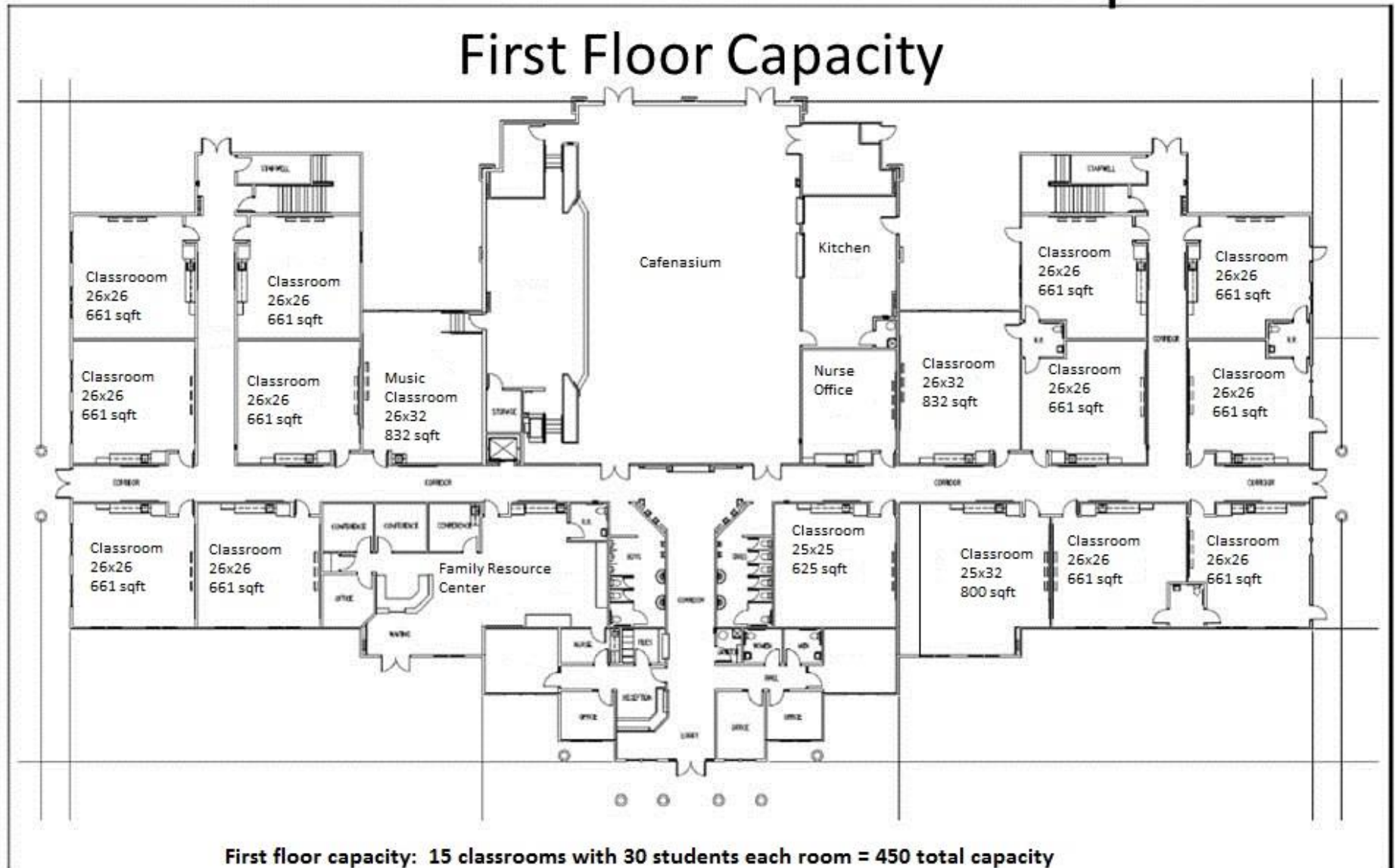
**ARIZONA STATE FIRE MARSHAL - Monday, April 29, 2019 8:33:21 AM (Robert Merigan)**

User Name	Robert Merigan		
User #	5203491025		
Form Started	4/29/2019 8:33:21 AM		
Form Submitted	4/29/2019 8:37:39 AM		
Inspection Date	Monday, April 29, 2019		
OSFM Facility ID	14763		
Occupancy Classification	E		
Ownership	Public 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	Paideia Academy of South Phoenix		
Facility Address	7777 S. 15th Terrace		
City	PHOENIX		
County	Maricopa		
Contact for Inspection	M. Burney		
Contact Phone Number	6023433040		
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100	Phoenix, Arizona 85007	1110 West Washington St. (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Robert Merigan: 80		

Inspector Signature	Attached Data
	
Phone	(602) 620-4292
Permit Inspection	No
Type of Inspection	Re-Inspection
Inspection	Periodic Fire Safety Inspection
Inspection Results	
1 Violation Type	No Violations
Congratulations	At time of inspection this facility had no vilolations of the Arizona State Fire Code noted.,Approved for DES licensure for three years.,Approved for DHS licensure for three years. ,Approved for state licensure.
Violation Type	N/A
Tag	Pass
Inspection Time	1.0
Travel Time	1.0
Mileage From Office	7.5
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.
Send Email To:	mburney@paideiamail.com
Date	Monday, April 29, 2019

# Paideia South Mountain Campus

## First Floor Capacity

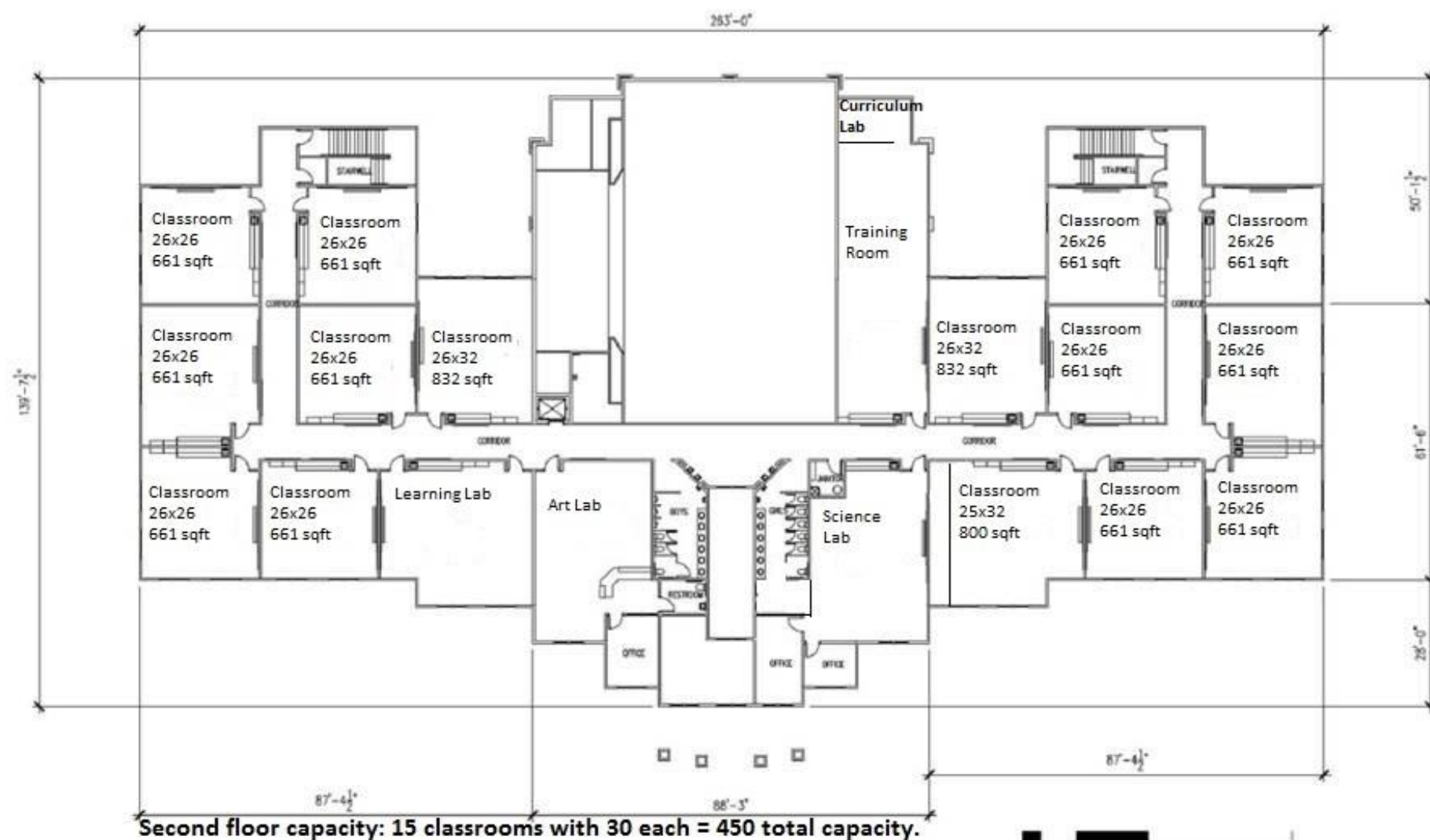


**First floor capacity: 15 classrooms with 30 students each room = 450 total capacity**

**Second floor capacity: 15 classrooms with 30 students each room = 450 total capacity**

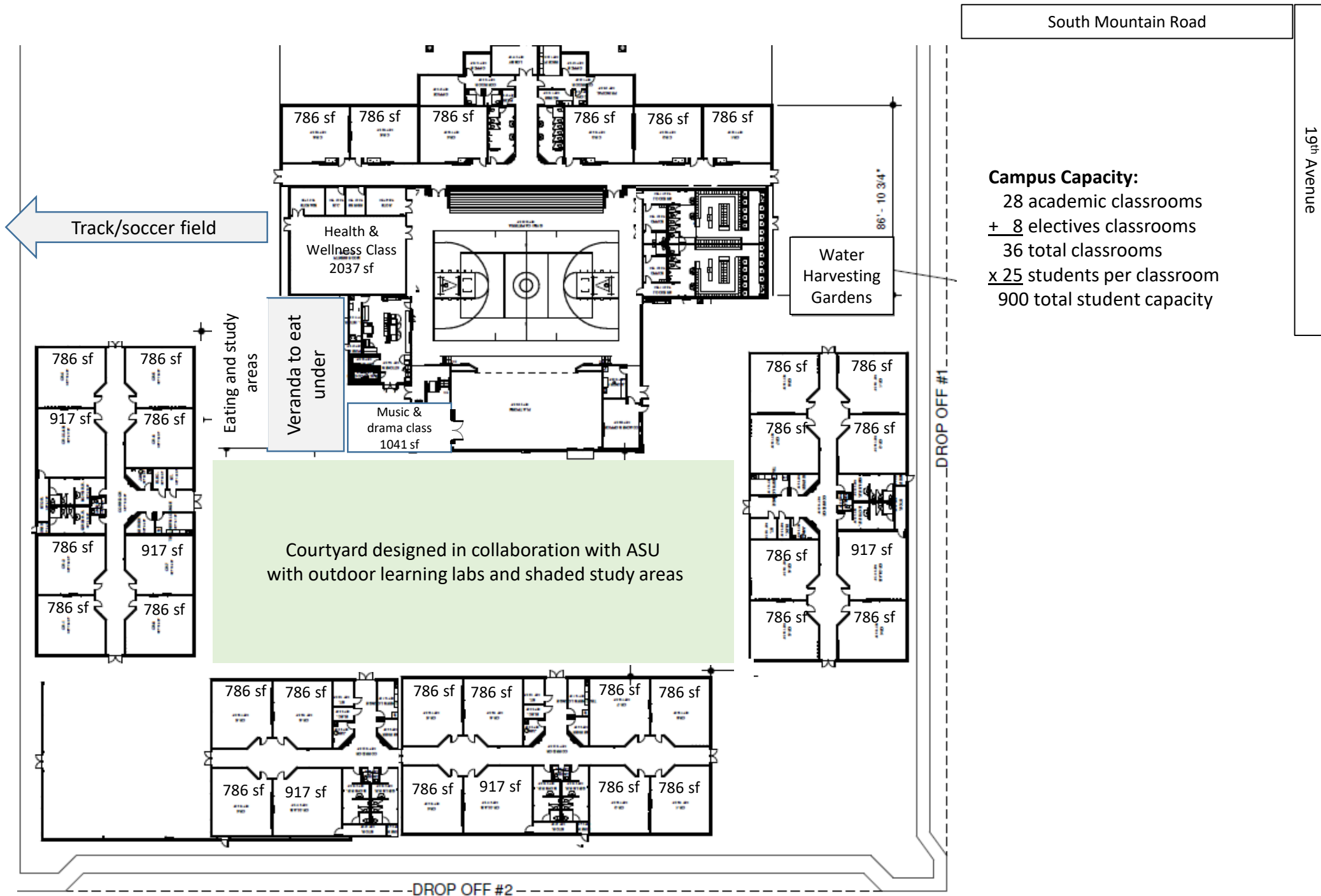
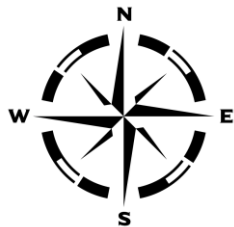
**Total building capacity: 30 classrooms with 30 students each room = 900 total capacity**

# Second Floor Capacity



Second floor building square footage as shown - 21,318.37 S.F.

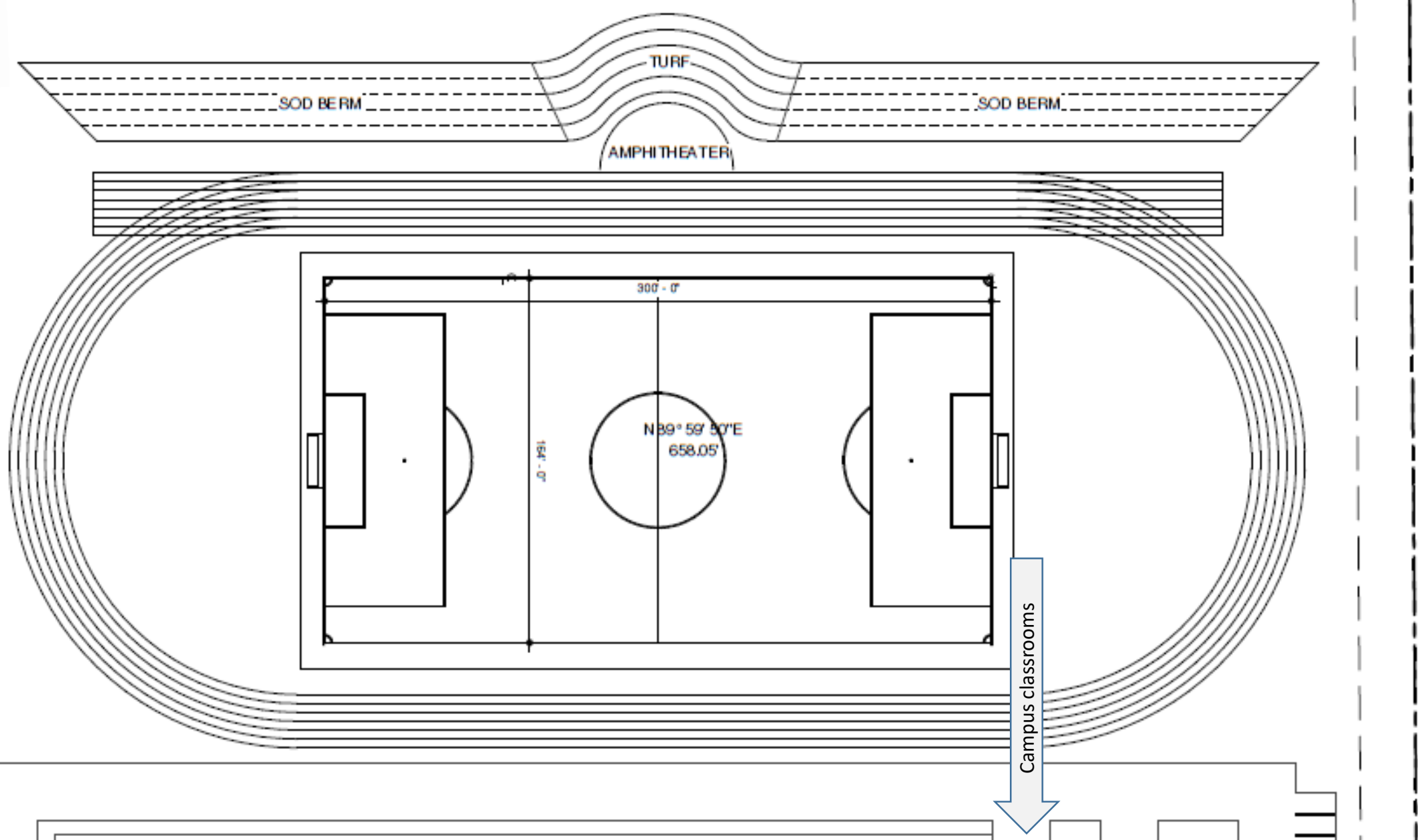
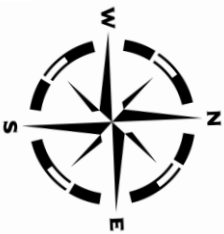




**Campus Capacity:**

28 academic classrooms  
+ 8 electives classrooms  
36 total classrooms  
x 25 students per classroom  
900 total student capacity

Large trees and hedges to provide shade during afternoon and evening events.







STATE OF ARIZONA  
DEPARTMENT OF PUBLIC SAFETY  
Level One Fingerprint Clearance Card

Name: SAMANTHA L PEREZ

DOB	F	140	5 02	BRO	BLK
	Sex	Weight	Height	Eyes	Hair

Issue Date: 07-05-2018      Expiration Date: 07-05-2024

Card Number: 2018G02651

IVP#: IVP0482782

THIS FINGERPRINT CLEARANCE CARD WAS ISSUED  
PURSUANT TO ARS-41-1758

DPS ACCT P.O. BOX 18390 PHOENIX AZ 85005



PAIDACA-02

SNOWELL

# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

06/11/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> <b>The Mahoney Group - Mesa</b> <b>1835 South Extension Road</b> <b>Mesa, AZ 85210</b>	<b>CONTACT NAME:</b> Ryan Edwards <b>PHONE (A/C, No, Ext):</b> (480) 730-4920 <b>FAX (A/C, No):</b> (480) 730-4929	
	<b>E-MAIL ADDRESS:</b>	
<b>INSURED</b> <b>Paideia Academies Inc</b> <b>Paideia Preschool South Mountain LLC</b> <b>Attn: Dr Brian Winsor</b> <b>7777 S 15th Terrace</b> <b>Phoenix, AZ 85042</b>	<b>INSURER(S) AFFORDING COVERAGE</b>	
	<b>INSURER A:</b> Employers Mutual Casualty Co.	
	<b>INSURER B:</b> CopperPoint Insurance Company	
	<b>INSURER C:</b>	
	<b>INSURER D:</b>	
	<b>INSURER E:</b>	
<b>INSURER F:</b>		

## COVERAGES

## CERTIFICATE NUMBER:

## REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC OTHER:	X		5X88773	07/01/2019	07/01/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			5X88773	07/01/2019	07/01/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0			5X88773	07/01/2019	07/01/2020	EACH OCCURRENCE \$ 3,000,000 AGGREGATE \$ 3,000,000
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	1019776	07/01/2019	07/01/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professiona Liab			5X88773	07/01/2019	07/01/2020	Each Claim/\$2m Agg 1,000,000
A	Abuse/Molestation			5X88773	07/01/2019	07/01/2020	Ea Incident/\$3m Agg 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Re: 7777 S 15th Terrace, Phoenix AZ 85042 and 1535 E Baseline Rd, Phoenix AZ 85042. Certificate Holder continued: as Trustee on behalf of The Industrial Development Authority of the County of Pima.

## CERTIFICATE HOLDER

## CANCELLATION

<b>BOKF NA as Trustee</b> <b>3001 E Camelback Rd Ste #100</b> <b>Phoenix, AZ 85016</b>	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Ryan Edwards</i>

**Section II – Who is an Insured**, paragraph 2. is amended to add the following:

1. Any Club or Organization, but only with respect to its liability for your activities or activities it performs on your behalf.
2. Any officer or member of the Board of Directors for the Club or Organization named, but only while acting within the scope of their duties as such on your behalf.
3. Any person(s) who is/are club or organization member(s) or "volunteer worker(s)," but only while acting at the direction of, and within the scope of their duties for that club or organization.

**Q. BLANKET ADDITIONAL INSURED – AS REQUIRED BY CONTRACT**

1. **Section II – Who Is An Insured** is amended to include as an additional insured any person(s) or organization(s) subject to provisions in Paragraph 2. below, (hereinafter referred to as additional insured) when you and such person(s) or organization(s) have agreed in a written contract or written agreement that such person(s) or organization(s) be added as an additional insured on your policy provided that the written contract or agreement is:

- a. Currently in effect or becomes effective during the policy period; and
- b. Executed prior to an "occurrence" or offense to which this insurance would apply.

However, the insurance afforded to such additional insured:

- a. Only applies to the extent permitted by law; and
- b. Will not be broader than that which you are required by the contract or agreement to provide for such additional insured; and
- c. Applies only if the person or organization is not specifically named as an additional insured under any other provision of, or endorsement added to, **Section II – Who Is An Insured** of this policy.

2. As provided herein, the insurance coverage provided to such additional insureds is limited to:

- a. Any Controlling Interest, but only with respect to their liability arising out of their financial control of you; or premises they own, maintain, or control while you lease or occupy these premises.

This insurance does not apply to structural alterations, new construction and demolition operations performed by or for that person or organization.

- b. Any architect, engineer, or surveyor engaged by you but only with respect to liability for "bodily injury", "property damage" or "personal and advertising

injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- (1) In connection with your premises; or
- (2) In the performance of your ongoing operations.

With respect to the insurance afforded to these additional insureds, the following additional exclusion applies:

This insurance does not apply to "bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering of or the failure to render any professional services by or for you, including:

- (1) The preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; or
- (2) Supervisory, inspection, architectural or engineering activities.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage", or the offense which caused the "personal and advertising injury", involved the rendering of or the failure to render any professional services by or for you.

- c. Any manager or lessor of a premises leased to you, but only with respect to liability arising out of the ownership, maintenance or use of that part of a premises leased to you, subject to the following additional exclusions:

This insurance does not apply to:

- (1) Any "occurrence" which takes place after you cease to be a tenant in that premises.
- (2) Structural alterations, new construction or demolition operations performed by or on behalf of such additional insured.

- d. Any state or governmental agency or subdivision or political subdivision, subject to the following:

- (1) This insurance applies only with respect to the following hazards for which any state or governmental agency or subdivision or political subdivision has issued a permit or authorization in connection with premises you own, rent or control and to which this insurance applies:

- (a) The existence, maintenance, repair, construction, erection or removal of

advertising signs, awnings, canopies, cellar entrances, coal holes, driveways, manholes, marquees, hoist away openings, sidewalk vaults, street banners or decorations and similar exposures; or

(b) The construction, erection or removal of elevators; or

(c) The ownership, maintenance or use of any elevators covered by this insurance.

(2) This insurance applies only with respect to operations performed by you or on your behalf for which any state or governmental agency or subdivision or political subdivision has issued a permit or authorization.

This insurance does not apply to:

(a) "Bodily injury", "property damage" or "personal and advertising injury" arising out of operations performed for the federal government, state or municipality; or

(b) "Bodily injury" or "property damage" included within the "products-completed operations hazard".

e. Any vendor, but only with respect to "bodily injury" or "property damage" arising out of "your products" which are distributed or sold in the regular course of the vendor's business.

With respect to the insurance afforded to these vendors, the following additional exclusions apply:

(1) The insurance afforded any vendor does not apply to:

(a) "Bodily injury" or "property damage" for which any vendor is obligated to pay damages by reason of the assumption of liability in a contract or agreement. This exclusion does not apply to liability for damages that any vendor would have in the absence of the contract or agreement;

(b) Any express warranty unauthorized by you;

(c) Any physical or chemical change in the product made intentionally by any vendor;

(d) Repackaging, except when unpacked solely for the purpose of inspection, demonstration, testing, or the substitution of parts under instructions from the manufacturer, and then repackaged in the original container;

(e) Any failure to make such inspections, adjustments, tests or

servicing as any vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products;

(f) Demonstration, installation, servicing or repair operations, except such operations performed at any vendor's premises in connection with the sale of the product;

(g) Products which, after distribution or sale by you, have been labeled or relabeled or used as a container, part or ingredient of any other thing or substance by or for any vendor; or

(h) "Bodily injury" or "property damage" arising out of the sole negligence of any vendor for its own acts or omissions or those of its employees or anyone else acting on its behalf. However, this exclusion does not apply to:

(i) The exceptions contained in Subparagraphs (d) or (f); or

(ii) Such inspections, adjustments, tests or servicing as any vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products.

(2) This insurance does not apply to any insured person or organization, from whom you have acquired such products, or any ingredient, part or container, entering into, accompanying or containing such products.

f. Any Mortgagee, Assignee Or Receiver, but only with respect to their liability as mortgagee, assignee, or receiver and arising out of the ownership, maintenance, or use of the premises by you.

This insurance does not apply to structural alterations, new construction and demolition operations performed by or for that person or organization.

g. Any Owners Or Other Interests From Whom Land Has Been Leased, but only with respect to liability arising out of the ownership, maintenance or use of that part of the land leased to you.

With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

(1) This insurance does not apply to:

- (a) Any "occurrence" which takes place after you cease to lease that land;
  - (b) Structural alterations, new construction or demolition operations performed by or on behalf of such additional insured.
- h. Any person or organization from whom you lease equipment, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part by your maintenance, operation or use of equipment leased to you by such person(s) or organization(s).

A person's or organization's status as an additional insured under this endorsement ends when their contract or agreement with you for such leased equipment ends.

With respect to the insurance afforded to these additional insureds, this insurance does not apply to any "occurrence" which takes place after the equipment lease expires.

- i. Any Owners, Lessees, or Contractors for whom you are performing operations, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by:
  - (1) Your acts or omissions; or
  - (2) The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for the additional insured.

A person's or organization's status as an additional insured under this endorsement ends when your operations for that additional insured are completed.

With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

This insurance does not apply to:

- (1) "Bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering of, or the failure to render, any professional architectural, engineering or surveying services, including:
  - (a) The preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; or
  - (b) Supervisory, inspection, architectural or engineering activities.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage", or the offense which caused the "personal and advertising injury", involved the rendering of or the failure to render any professional architectural, engineering or surveying services.

- (2) "Bodily injury" or "property damage" occurring after:

- (a) All work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed by or on behalf of the additional insured(s) at the location of the covered operations has been completed; or

- (b) That portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

- j. Any Grantor of Licenses to you, but only with respect to their liability as grantor of licenses to you.

Their status as additional insured under this endorsement ends when:

- 1. The license granted to you by such person(s) or organization(s) expires; or
- 2. Your license is terminated or revoked by such person(s) or organization(s) prior to expiration of the license as stipulated by the contract or agreement.

- k. Any Grantor of Franchise, but only with respect to their liability as grantor of a franchise to you.

- l. Any Co-owner of Insured Premises, but only with respect to their liability as co-owner of any insured premises.

- m. Any Concessionaires Trading Under Your Name, but only with respect to their liability as a concessionaire trading under your name.

- 3. Any insurance provided to any additional insured does not apply to "bodily injury", "property damage" or "personal and advertising injury" arising out of the sole negligence or willful misconduct of the additional insured or its agents, "employees" or any other representative of the additional insured.

4. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits of Insurance**:

If coverage provided to any additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

- a. Required by the contract or agreement; or
  - b. Available under the applicable Limits of Insurance shown in the Declarations;
- whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

**R. NEWLY FORMED OR ACQUIRED ORGANIZATIONS**

**Section II – Who Is An Insured**, paragraph 3.a. is replaced by the following:

- 3.a. Coverage under this provision is afforded until the end of the policy period.

This provision does not apply if newly formed or acquired organizations coverage is excluded either by the provisions of the Coverage Form or by endorsements.

**S. DAMAGE TO PREMISES RENTED TO YOU**

**Section III – Limits of Insurance**, paragraph 6. is replaced by the following:

Subject to 5.a. above, the Damage To Premises Rented To You Limit, or \$500,000, whichever is higher, is the most we will pay under Coverage A for damages because of "property damage" to any one premises, while rented to you, or in the case of damage by fire, smoke or leakage from automatic protection systems, while rented to you or temporarily occupied by you with permission of the owner.

**T. MEDICAL PAYMENTS – INCREASED LIMITS**

**Section III – Limits of Insurance**, paragraph 7. is replaced by the following:

7. Subject to Paragraph 5.a. above, \$10,000 is the Medical Expense Limit we will pay under Coverage C for all medical expenses because of "bodily injury" sustained by any one person, unless the amount shown on the Declarations of this Coverage Part for Medical Expense Limit states:

- (a) No Coverage; or
- (b) \$1,000; or
- (c) A limit higher than \$10,000.

**U. DUTIES IN THE EVENT OF OCCURRENCE, OFFENSE, CLAIM OR SUIT**

**Section IV – Commercial General Liability Conditions** paragraph 2. is amended to add the following:

- e. Your obligation to notify us promptly of an "occurrence" or offense which may result in a claim or a "suit" is satisfied if you provide us with the required notice as soon as practicable

after your School District Administrator or anyone else designated by you to be responsible for insurance matters is notified, or in any manner made aware, of an "occurrence," offense, claim or "suit".

**V. SCHOOL DISTRICT PROFESSIONAL HEALTH CARE SERVICES**

**Section IV – Commercial General Liability Conditions** paragraph 4. **Other Insurance b. Excess Insurance (1)(a)** is amended to add the following:

- (v) That is Professional Health Care Services Insurance;

**W. PRIMARY AND NONCONTRIBUTORY – ADDITIONAL INSURED EXTENSION**

**Section IV – Commercial General Liability Conditions** paragraph 4. **Other Insurance** is amended to add the following:

This insurance is primary to and will not seek contribution from any other insurance available to an additional insured under your policy provided that:

- (1) The additional insured is a Named Insured under such other insurance; and
- (2) You have agreed in writing in a contract or agreement that this insurance would be primary and would not seek contribution from any other insurance available to the additional insured. However, if the additional insured has been added as an additional insured on other policies, whether primary, excess, contingent or on any other basis, this insurance is excess over any other insurance regardless of the written agreement between you and an additional insured.

**X. UNINTENTIONAL FAILURE TO DISCLOSE EXPOSURES**

**Section IV – Commercial General Liability Conditions** paragraph 6. **Representations** is amended to add the following:

If you unintentionally fail to disclose any exposures existing at the inception date of your policy, we will not deny coverage under the Coverage Form solely because of such failure to disclose. However, this provision does not affect our right to collect additional premium or exercise our right of cancellation or non-renewal.

This provision does not apply to any known injury or damage which is excluded under any other provision of this policy.

**Y. WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US**

**Section IV – Commercial General Liability Condition** paragraph 8. **Transfer Of Rights Of Recovery Against Others To Us** is amended to add the following:

We waive any right of recovery we may have against any person or organization against whom

you have agreed to waive such right of recovery in a written contract or agreement because of payments we make for injury or damage arising out of your ongoing operations or "your work" done under a contract with that person or organization and included in the "products completed operations hazard".

**Z. SECTION V – DEFINITIONS** is amended as follows:

**1. MENTAL ANGUISH**, Definition 3. is replaced by the following:

"Bodily injury" means bodily injury, sickness or disease sustained by a person, including mental anguish or death resulting from bodily injury, sickness or disease.

**2. DISCRETIONARY EMPLOYEES**, Definition 5. "Employee" is replaced by the following:

"Employee" includes a "leased worker." "Employee" does not include a "temporary worker".

However, if the insured is an educational institution, "temporary worker" does not include any "discretionary employees," such as substitute teachers, who are acting within the scope of their duties as such. Any such "discretionary employee" will be considered an "employee" of the insured.

For purposes of this definition, "discretionary employees" are those individual workers who do not have established work hours, but do perform regular job duties at the election of the employer and who are paid on the basis of services performed.

**3. INSURED CONTRACT**, Definition 9.a. "Insured contract" is replaced by the following:

- a. A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, or explosion to premises while rented to you or temporarily occupied by you with permission of the owner is not an "insured contract";

**AA. EXTENDED PROPERTY DAMAGE COVERAGE**

Section VI is added as follows:

Provisions of the Commercial General Liability Coverage Form and related revisions provided in other portions of this Commercial General Liability Amendment apply unless modified by the following:

SCHEDULE	
Limits of Insurance	Deductible
\$100,000 Each Occurrence	\$250 Per Claim
\$100,000 Annual Aggregate	

**1. Insuring Agreement**

We will pay those sums that the insured becomes legally obligated to pay as damages because of "property damage" to personal

property of others while the property is in an insured's care, custody or control or over which an insured is for any purpose exercising physical control.

"Property damage" must arise out of the insured's operations as a school.

**2. Exclusions**

- a. **Section I – Coverage A**, Exclusion 2.j.(4) does not apply to coverage provided by this extension.
- b. **Section I – Coverage A**, Exclusion 2.i. does not apply to an "auto" loaned to you for use in an automobile shop class.

**3. Limits of Insurance**

- a. The Each Occurrence Limit listed above is the most we will pay for damages because of "property damage" to personal property in the care, custody or control of the insured as a result of any one "occurrence", regardless of the number of:
  - (1) Insureds;
  - (2) Claims made or "suits" brought;
  - (3) Persons or organizations making claims or bringing "suits".
- b. The Aggregate Limit listed above is the most we will pay for all damages because of "property damage" to personal property in your care, custody or control during the policy period.
- c. Any payments we make for damages because of "property damage" to personal property in your care, custody or control will apply against the General Aggregate Limit shown in the Declarations.

**4. Deductible**

- a. Our obligation to pay damages on your behalf applies only to the amount of damages in excess of the Deductible amount listed above.
- b. We may pay any part or all of the Deductible amount to effect settlement of any claim or "suit" and you shall promptly reimburse us for that part of the Deductible we paid upon notification by us.

**AB. LIBERALIZATION**

If we revise this endorsement to provide greater coverage without additional premium charge, we will automatically provide the additional coverage to all endorsement holders as of the day the revision is effective in your state.





March 8, 2018

Board of Directors  
Paideia Academy  
777 South Terrace View  
Phoenix Az 85042

**RE: Paideia Liberal Arts Academy School Development Project**

Board Members:

We at Schoolhouse Development, LLC ("Developer") look forward to potentially working with Paideia Academy (the "School"). This letter summarizes some of the key points of the proposed transactions between Developer and the School. This letter does not include all terms that would be included in the lease agreement and other definitive documentation.

*We understand you expect to have the project completed by August 2020.*

In general, Developer would work with the School to select and develop real property for construction of a school. The school would be owned by Developer and leased to the School, and the School would have an option to purchase the property using bond financing.

1. **Major Steps.** We would work together to build a school that meets the School's budget and objectives. We anticipate the project would roughly follow these major tasks:

1.1 **Project Scope Task.** Developer would hold introductory meetings and regular ongoing planning and coordination meetings with the School's board of directors and begin preliminary school, board, and site due diligence. This would establish the scope of the project and the board's expectations regarding the lease terms and the project.

1.2 **Site Selection and Evaluation Task.** Developer would review proposed sites with the School's board representative and potential-site property owners. Developer would assess zoning and entitlement matters related to prospective sites. The outcomes of these reviews would likely include the following:

- Review of site eligibility for a school
- Preliminary estimates of the full development cost based on each site
- Preliminary rent estimates based on the projected project cost in relation to the school's estimated budget

1.3 **Acceptance of Site and Budget Task.** If the board approves a site, Developer would plan development and further assess the estimated costs. Developer's goal is to



provide the School with good facilities at a good cost. In our experience, most startup schools allocate 18–20% of their first-year budget to the lease payment for their facility. As the school grows, this percentage typically declines. Developer would provide a draft lease with option to purchase to the School for review. We anticipate the lease would include, among other terms, the following terms:

- Plans and specifications for the school buildings
- Lease term would commence upon issuance of a certificate of occupancy
- Lease would be “triple net”
- Developer would waive the first two months of rent (upon completion of the first phase) providing a net first year lease, annualized of 7.91%\*)
- Lease rates would be as follows (as a percentage of project cost completed to that point):

Year 1: 9.5%\*

Year 2: 9.5%

Year 3+: Annual Increase of 2.5% of Previous Lease Amount

- The lease would include a take-out premium (with the sales price based on Project Cost using the formula below):

The purchase price shall be 121% of the total development costs between the 19<sup>th</sup> and 31<sup>st</sup> month anniversary of the issuance of the certificate of occupancy issued by the requisite governing authority authorizing Tenant to occupy the Premises (the “C of O”), 122% of the total development costs between the 32<sup>nd</sup> and 44<sup>th</sup> month anniversary of the Cof O, and 124% of the total development costs between the 45<sup>nd</sup> and 57<sup>th</sup> month anniversary of the Cof O.

2. **Project Financing; Site Purchase; and Development Fee.** When the lease is signed, Developer would acquire the real property, prepare the site for construction/renovation of a facility, and build the school pursuant to the lease. Developer would earn a development fee of 5% of the project cost. Developer would choose the general contractor based on a potential general contractor’s proposed guaranteed maximum price and other matters in a general contractor’s response to a request for proposal sent to a minimum of 10 different general contractors. The contractor’s fee would be negotiated but would be expected to not exceed 4% of the guaranteed maximum price. To mitigate construction risk, Developer would hire a project manager to oversee the preconstruction and construction process.

3. **No-Shop.** To induce Developer to spend time and money on assessing and planning the project, until the date 90 days after this letter is signed by the School, the School shall not, directly or indirectly, negotiate with or solicit or receive offers from, any other developer related to the acquisition of real property or the construction of a school or similar building for the School.



4. **Confidentiality**

4.1 **Obligation to Maintain Confidentiality.** Except as otherwise required by law, the School shall not, and shall cause each of the directors, officers, employees, agents, and representatives (collectively, the “Representatives”) of School not to, (i) disclose the Confidential Information (as defined below) to any person or entity other than the Representatives of the School that need to know the Confidential Information for the purposes contemplated by this letter and agree to be bound by the provisions of this section 4 or (ii) use the Confidential Information for any purpose other than the purposes this letter contemplates.

4.2 **Return of Confidential Information.** Promptly after request by Developer, the School shall, and shall cause the School’s Representatives to, return to Developer or to destroy all Confidential Information. If the School destroys the Confidential Information, upon request by Developer, the School shall certify in writing that the School has destroyed the Confidential Information and promptly deliver that certificate to Developer.

4.3 **Definition of Confidential Information.** “Confidential Information” means (i) all work product prepared by or for Developer for the project, (ii) all information relating to Developer, this letter, or Developer’s business (whether provided in writing or otherwise) that has been provided or shown to the School or any of the School’s Representatives by or on behalf of Developer or any of Developer’s Representatives, and (iii) all notes, analyses, compilations, studies, and other materials containing any information described in this section 4.3. The term “Confidential Information” excludes information that becomes generally publicly available other than as a result of disclosure by the School or any of the School’s Representatives or becomes available to the School on a nonconfidential basis from a third party that is not bound by a similar duty of confidentiality.

5. **Reimbursable Costs.** If the parties do not enter into a lease agreement, the School shall reimburse Developer for Developer’s reasonable out-of-pocket costs related to the project promptly after Developer provides details and reasonable evidence of incurring those costs.

6. **Nonbinding Letter of Intent.** Except for sections 3, 4, 5, and 6, which are binding, this letter of intent is for the purpose of outlining a potential transaction and is not binding on the parties. No party is obligated to close or attempt to close the transactions contemplated by this letter.

If this letter is consistent with the School’s understanding, please sign where indicated below and return one original to me within 7 days of the date of this letter.

Page 4  
March 8th, 2019

Very truly yours,

Schoolhouse Development LLC



Glenn Way  
Partner

Accepted March 12, 2019

Paideia Academy

By: Robert Winsor (Brian)

Name:

Title: President, Authorized Representative


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

<b>Grade Level</b>	9 <sup>th</sup>	<b>Content Area</b>	Mathematics
<b>Course Title</b> (grades 9–12 Only)	Algebra I		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction fostering Arizona’s Mathematics Standards, adopted in December 2016. The lessons are aligned to the EngageNY Curriculum which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons models Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching and Socratic questioning. The lessons provide opportunities for direct learning through didactic learning, questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing and dialogue through the Socratic method. Furthermore, the instructional methodology includes opportunities to build and exercise the use of logic and critical reasoning.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>(M) A1.A-REI.B.3:</b> Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p><b>A1.MP.1</b> Make sense of problems and persevere in solving them.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Student Workbook Lessons 12-14		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<p><b>Objective:</b> Students use inverse operations to solve linear equations in one variable.</p> <p><b>Activating Prior Knowledge:</b> Have students complete the following exercise to assess familiarity with previous knowledge, primarily the use of inverse operations to get the variable alone on one side of the equation. (A1.MP.1)</p> <ul style="list-style-type: none"> <li>- <math>x - 3 = 5</math></li> <li>- Review and discuss that this equation has exactly one solution.</li> <li>- Define <b>solution</b> as a value of the variable that makes the equation true (i.e. the left side equals the right side).</li> <li>- Discuss the distributive and commutative properties as tools for solving equations with one variable.</li> </ul> <p><b>Direct Instruction:</b> Directly review Exercise 1 (3 problems) with students while discussing the steps to solving an equation for one variable (getting it alone on one side of the equation with inverse operations) including an equation with coefficients represented by letters (<b>A1.A-REI.B.3</b>)</p> <ul style="list-style-type: none"> <li>- <math>x - 2 = 6 - x</math></li> <li>- <math>\frac{1}{2}x = 5</math></li> <li>- <math>x + 3 = 5x - 1</math></li> <li>- Solve for x in the following: <math>a(x + b) = (x + c)</math></li> <li>- Review how to check solutions in the original equation (substitute the value you found back into the equation to see if it results in a true statement)</li> </ul> <p>Directly review Exercise 2 (1 problem) to model solving an equation with no solution, i.e. an equation that results in a false statement.</p> <ul style="list-style-type: none"> <li>- <math>2x + 5 = \frac{1}{2}(4x + 6)</math></li> </ul>	<ul style="list-style-type: none"> <li>- Engage in anticipatory set and discuss prior knowledge</li> <li>- Work in groups to solve linear equations in one variable and participate in a class discussion by using vocabulary and terms relevant to the lesson</li> <li>- Work out exit ticket problems with the goal of self-assessing their own process in solving linear equations in one variable</li> </ul> <p>Student activities are aligned to the standard A1.A-REI.B.3 because students are solving linear equations in one variable.</p>

	<ul style="list-style-type: none"> <li>- Define false statement as an equation with one variable where the left side does not equal the right side.</li> <li>- In this case, solving gets us to <math>5 = 3</math> which is false, therefore no solution.</li> </ul> <p><b>Small Group Work:</b> Group students to work together on Exercise 3. Have students put problems up on whiteboards for class to discuss. (A1.MP.1)</p> <p>3. Solve each equation for <math>x</math>. For each step, describe the operation used to convert the equation.</p> <p>a. <math>7x - [4x - 3(x - 1)] = x + 12</math></p> <p>b. <math>2[2(3 - 5x) + 4] = 5[2(3 - 3x) + 2]</math></p> <p>c. <math>\frac{1}{2}(18 - 5x) = \frac{1}{3}(6 - 4x)</math></p> <p><b>Exit ticket as student self-assessment:</b> Students take their exit ticket independently. Teachers write solutions to exit ticket problems on board and have students assess their own work and conclusions.</p>	
2	<p><b>Objective:</b> Students solve inequalities in one variable and graph solution sets on number lines.</p> <p><b>Activating Prior Knowledge:</b> Have students complete the following exercise to assess familiarity with previous knowledge, solving an inequality for one variable and graphing the solution set.</p> <p>What is the solution set to the inequality <math>5q + 10 &gt; 20</math>? Express the solution set in words, in set notation, and graphically on the number line.</p> <ul style="list-style-type: none"> <li>- Define <b>inequality</b> as a mathematical statement comparing quantities using the symbols <math>&lt;</math>, <math>&gt;</math>, <math>\leq</math> and <math>\geq</math></li> </ul>	<ul style="list-style-type: none"> <li>- Engage in anticipatory set and discuss prior knowledge</li> <li>- Work in pairs to solve linear inequalities in one variable, graph solutions on number line and participate in a class discussion by using vocabulary and terms relevant to the lesson</li> <li>- Work out exit ticket problems with the goal of self-assessing their own process in solving linear inequalities in one variable and graphing solution sets.</li> </ul> <p>Student activities are aligned to the standard A1.A-REI.B.3 because students are solving linear inequalities in one variable.</p>



	<ul style="list-style-type: none"> <li>- Define <b>solution set</b> as the set of all values that make an inequality a true statement.</li> <li>- Use an open or closed circle to indicate whether the inequality is inclusive or exclusive on the number line (refer to prior knowledge)</li> </ul> <p><b>Direct Instruction:</b> Directly review Example 1 with students while discussing the steps to solving an inequality for one variable (<b>A1.A-REI.B.3</b>).</p> <p><b>Example 1</b></p> <p>What is the solution set to the inequality <math>5q + 10 &gt; 20</math>? Express the solution set in words, in set notation, and graphically on the number line.</p> <p><i>q can be any value that is more than 2.</i></p> <p><math>q &gt; 2</math></p>  <ul style="list-style-type: none"> <li>- Intellectual coaching for this problem: Can the value of q be equal to 2? Why or why not? (A1.MP.1)</li> </ul> <p><b>Small group work:</b> Have students work in pairs to solve the following exercises and graph their solution sets on a number line:</p> <p>Find the solution set to each inequality. Express the solution in set notation and graphically on the number line.</p> <p>a. <math>x + 4 \leq 7</math>      b. <math>\frac{m}{3} + 8 \neq 9</math>      c. <math>8y + 4 &lt; 7y - 2</math></p> <ul style="list-style-type: none"> <li>- Walk around to discuss student progress emphasizing solving correctly, solution sets and graphing inclusive vs. exclusive inequalities (intellectual coaching) (A1.MP.1)</li> </ul> <p><b>Exit ticket as student self-assessment:</b> Students take their exit ticket independently. Teachers write solutions to exit ticket problems on board and have students assess their own work and conclusions.</p>	
<p><b>S.A.</b></p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Following the sequence of lessons, students take a summative assessment on <b>A1.A-REI.B.3</b>. The summative assessment includes problems of the same type listed below. An acceptable score for mastery is 4/5 points for each question on the summative assessment.</p>

**Summative Assessment Items and Scoring:**

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

#### Summative Assessment Item 1:

Solve the following equation and check your solution (5 points)

1)  $-16 - 6v = -2(8v - 7)$

Answer:  $v = 3$

**Scoring:** 2 points for correct application of relevant properties in solving for the variable, 1 point for the correct answer and 2 points for correctly checking the solution in the original equation.

#### Summative Assessment Item 2:

Solve the following equation and check your solution (5 points)

2)  $2 + \frac{x}{9} = \frac{x}{3} - 3$

Answer:  $x = \frac{45}{2}$

**Scoring:** 2 points for correct application of relevant properties in solving for the variable, 1 point for the correct answer and 2 points for correctly checking the solution in the original equation.

#### Summative Assessment Item 3:

Find the solution set to each inequality and graph the solution set on a number line. (5 points)

3)  $6x - 5 < 7x + 4$

Answer:  $6x - 5 < 7x + 4$

$-5 < x + 4$

$-9 < x$



**Scoring:** 2 points for correct application of relevant properties in solving for the solution set, 1 point for the correct solution set and 2 points for an accurate, labeled number line with the solution set graphed.



## Curriculum Sample

<b>Grade Level</b>	9 <sup>th</sup>	<b>Content Area</b>	ELA (Reading)
<b>Course Title</b> (grades 9–12 Only)	English 9		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction in the use of Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons aligns to Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and Socratic questioning. The lessons provide opportunities for direct teaching through didactic instruction and questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialog through the Socratic method.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>(M) 9-10.RL.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Copies of text for each student: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell</p> <p>Copies of the Short Response Rubric and Checklist for each student</p> <p>Copies of the Character Tracking Tool for each student</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will analyze how a complex character develops through her interaction with other characters using the Character Tracking Tool</li> <li>• <b>Activating Prior Knowledge:</b> discussion and questioning of previous familiarity with the standard of review (9-10.RL.3)</li> <li>• <b>Didactic Instruction of Academic Vocabulary and Language:</b> <i>complex characters, plot, theme</i> (9-10.RL.3)</li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>frog-marches, muzzle, intercepted</i>. Word Work could include context analysis, questioning, discussion of word use, and application to the standard.</li> <li>• <b>Modeling:</b> In this instructional strategy, the teacher will provide a masterful reading of pp. 240–246 of “St. Lucy’s Home for Girls Raised by Wolves”. Students are listening for specific details that develop Mirabella’s interactions with other characters. (9-10.RL.3)             <ul style="list-style-type: none"> <li>○ How does Mirabella act?</li> </ul> </li> <li>• <b>Character Tracking Tool:</b> This instructional strategy is a tool that is used over the course of the unit in order to keep track of evidence relating to character development in the text. The teacher will model and guide the use of the tool. (9-10.RL.3)</li> <li>• <b>Small Group Reading:</b> Facilitate small group re-reading of the text- page 240-246</li> <li>• <b>Socratic Questioning/Intellectual Coaching:</b> This instructional strategy provides rigorous questions aligned to the text and standard. The following questions included throughout the lesson advance students’ thinking around the development of the characters. Students will track character</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Anticipatory Set:</b> Students read and assess their familiarity with standards 9-10.RL.3</li> <li>• <b>Academic Vocabulary:</b> Students engage with content vocabulary specific to the standard of review: <i>complex characters, plot, theme</i> (9-10.RL.3)</li> <li>• <b>Word Work:</b> Students analyze words in the text, discuss their use in context, and engage with vocabulary as it is applicable to the standard of review: <i>frog-marches, muzzle, intercepted</i></li> <li>• <b>Masterful Reading:</b> Students follow along during the masterful reading, annotating for specific details that develop Mirabella’s interactions with other characters ((9-10.RL.3). Students discuss the question: How does Mirabella act?</li> <li>• <b>Close Read using Character Tracking Tool:</b> Students engage with the character tracking tool throughout the lesson to keep track of evidence relating to character development in the text. ((9-10.RL.3)</li> <li>• <b>Small Group Reading:</b> Students will re-read pages 240-246 of the text in small groups.</li> <li>• <b>Answer questions and discuss using evidence from the text:</b> Students will answer rigorous questions aligned to the text and standard (questions designed through the lens of character development- (9-10.RL.3)          They will respond individually, in partners, small groups, and whole class through writing and responding, turning and talking, and engaging in Socratic whole-class discussion.             <ul style="list-style-type: none"> <li>○ How does Mirabella treat Jeanette and Claudette at the beginning of Stage 4?</li> <li>○ How do the nuns treat Mirabella at the Debutante Ball?</li> <li>○ Why does Mirabella jump on Claudette? What does this tell us about her character?</li> </ul> </li> </ul>

	<p>development as they read and answer questions on the character tracking tool (9-10.RL.3)</p> <ul style="list-style-type: none"> <li>• How does Mirabella treat Jeanette and Claudette at the beginning of Stage 4?</li> <li>• How do the nuns treat Mirabella at the Debutante Ball?</li> <li>• Why does Mirabella jump on Claudette? What does this tell us about her character?</li> <li>• Why does Claudette “grunt[]” at Mirabella that “[she] didn’t want [her] help”?</li> <li>• How does Claudette feel about Mirabella’s actions? Why does Claudette feel this way?</li> <li>• What happens to Mirabella following the Debutante Ball?</li> <li>• <b>Discussion:</b> This instructional strategy provides students with the opportunity to discuss the questions in partners, small groups, and in a whole group setting.</li> <li>• <b>Quick Write:</b> Use a Quick Write as a formative assessment, instructing students to respond in writing to a prompt based on the standard of review: (9-10.RL.3)</li> </ul> <p><b>How does Mirabella interact with the rest of the pack?</b> Provide the Short Response Rubric to help guide students’ responses. A High Performance Response should:</p> <ul style="list-style-type: none"> <li>○ Cite specific interactions between the pack and Mirabella</li> <li>○ Describe the interactions between the pack and Mirabella</li> </ul> <li>• <b>Student Self-Assessment:</b> In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric and Checklist.</li>	<ul style="list-style-type: none"> <li>○ Why does Claudette “grunt[]” at Mirabella that “[she] didn’t want [her] help”?</li> <li>○ How does Claudette feel about Mirabella’s actions? Why does Claudette feel this way?</li> <li>○ What happens to Mirabella following the Debutante Ball?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Quick Write:</b> Students will independently answer a prompt using evidence from the text: How does Mirabella interact with the rest of the pack?</li> <li>• <b>Student Self-Assessment:</b> Students will complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul> <p>The student activities are aligned to the standard 9-10.RL.3 when students are annotating for specific details that develop the characters.</p>
2	<ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will analyze how complex characters develops through their interaction with other characters.</li> <li>• <b>Activating Prior Knowledge with Academic Vocabulary:</b> discussion and questioning of previous learning around academic vocabulary and language: <i>complex characters, plot, theme</i> (9-10.RL.3)</li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>backwoods, ostracized</i>. Word Work could include context analysis, questioning, discussion of word use, and application to the standard</li> <li>• <b>Small Group Reading:</b> Facilitate small group re-reading of a portion of the text- page 225-227 to analyze how Russell develops the pack as a character in itself.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Anticipatory Set:</b> Students discuss previous learning around academic vocabulary for the standard of review: <i>complex characters, plot, theme</i> (9-10.RL.3)</li> <li>• <b>Word Work:</b> Students analyze words, discuss their use in context, and engage with vocabulary as it is applicable to the standard of review.</li> <li>• <b>Small Group Reading:</b> Students will re-read pages 225-227 of the text in small groups to analyze how Russell develops the pack as a character in itself.</li> <li>• <b>Answer questions and discuss using evidence from the text:</b> Students will answer rigorous questions aligned to the text and standard (questions designed through the lens of character development) They will respond individually, in</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Socratic Questioning/Intellectual Coaching:</b> This instructional strategy provides rigorous questions aligned to the text and standard. The following questions included throughout the lesson advance students’ thinking around the development of the characters. Students will track character development as they read and answer questions on the character tracking tool (9-10.RL.3) <ul style="list-style-type: none"> <li>○ Why were the nuns’ faces “pinched with displeasure”?</li> <li>○ What is the impact of the narrator’s use of the pronoun “we” to describe the pack?</li> <li>○ How does the comparison of the pack to the Copacabana girls develop the pack as a character?</li> <li>○ Given the pack’s behavior, what can you infer Sister Josephine means by “backwoods”?</li> <li>○ How do the pack’s interactions with the nuns develop the pack as a character?</li> <li>○ Describe the pack’s interactions with each other and other characters (e.g.the nuns, their families, local wolves)</li> </ul> </li> <li>• <b>Discussion:</b> This instructional strategy provides students with the opportunity to discuss the questions in partners, small groups, and in a whole group setting.</li> <li>• <b>Quick Write:</b> Use a Quick Write as a formative assessment, instructing students to respond in writing to a prompt based on the standard of review: (9-10.RL.4)  <b>How does Russell develop the pack as a character?</b>  Provide the Short Response Rubric to help guide students’ responses.  A High Performance Response should: <ul style="list-style-type: none"> <li>○ Identify the ways in which Russell develops the pack as a character (e.g.,</li> <li>○ Analyze how these techniques develop the pack as a character</li> </ul> </li> <li>• <b>Student Self-Assessment:</b> In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric and Checklist.</li> </ul>	<p>partners, small groups, and whole class through writing and responding, turning and talking, and engaging in Socratic whole-class discussion.</p> <ul style="list-style-type: none"> <li>○ Why were the nuns’ faces “pinched with displeasure”?</li> <li>○ What is the impact of the narrator’s use of the pronoun “we” to describe the pack?</li> <li>○ How does the comparison of the pack to the Copacabana girls develop the pack as a character?</li> <li>○ Given the pack’s behavior, what can you infer Sister Josephine means by “backwoods”?</li> <li>○ How do the pack’s interactions with the nuns develop the pack as a character?</li> <li>○ Describe the pack’s interactions with each other and other characters (e.g.the nuns, their families, local wolves)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Quick Write:</b> Students will independently answer a prompt using evidence from the text  How does Russell develop the pack as a character?</li> <li>• <b>Student Self-Assessment:</b> Students will complete a self-assessment of their Quick Write using the Short Response Rubric and Checklist.</li> </ul> <p>The student activities are aligned to the standard 9-10.RL.3 when students are analyzing how Russell develops the pack as a character, and answering Socratic questions about character development.</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Following the sequence of lessons, students will write a text analysis analyzing how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme. A score of 13-14 is Highly Proficient, 11-12 Proficient,, 10 Partially Proficient, and anything below 10 is Minimally Proficient.</li> </ul>

### Example Model Character Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to keep track of character development throughout the module. Trace character development in the texts by noting how the author introduces and develops characters. Cite textual evidence to support your work. (Supports standard 9-10.RL.3)

<b>Text:</b>	"St. Lucy's Home for Girls Raised by Wolves" by Karen Russell
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Character	Trait	Evidence
Mirabella	Destructive	Mirabella destroys Jeanette's "homework binder" and scratches Claudette and Jeanette's "shins so hard" that they bleed (p. 240).
	Loving	Mirabella tackles Claudette when she means to "shield" Claudette from whatever danger Claudette might be in (p. 244).
Claudette	Fearful	Claudette finds the nuns' transformation of the rectory to be "very scary" (p. 241). She panics and begins to sweat and howl when she cannot do the Sausalito (p. 243).
	Loving	She loves Mirabella for helping her. "And I have never loved someone so much, before or since, as I loved my littlest sister at that moment." (p. 244)
	Sad	When she comes home to her family, she lies about it feeling like home. "'So,' I said, telling my first human lie. 'I'm home.'" (p. 246)
Jeanette	Well-Behaved	She wants to "mop up Mirabella's mess" (p. 241).
	Mean	She refuses to help Claudette do the Sausalito even though Claudette's about to get into lots of trouble. "Jeanette gave me a wide, true wolf smile. For an instant, she looked just like our mother. 'Not for you.'" (p. 244)

## Short Response Rubric (for use in formative assessment Quick Writes)

	2-Point Response	1-Point Response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text.  Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text.  Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop a response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

**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**

Write a text analysis using one of the prompts analyzing how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

**Item #1** *Analyze Claudette's development in relation to her interactions with Mirabella. How does this interaction advance the story's plot? Use evidence from the text to support your reflection.*

**Item #2** *Analyze the pack's development as a character throughout the text. Use evidence from the text to support your reflection.*

**Item #3** *How does Russell present Mirabella, Claudette, and the pack as complex characters in the story?*

**Commentary on the Task:**

This task measures RL.9-10.RL.3 because it demands that students:

Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

### Text Analysis Summative Assessment Rubric

Criteria	6– Responses at this Level: Highly Proficient	4 – Responses at this Level: Proficient	2 – Responses at this Level: Partially Proficient	0 – Responses at this Level: Minimally Proficient
<b>Content and Analysis</b> <b>The extent to which the response analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b> <b>9-10.RL.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	With partial accuracy, analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Content and Analysis</b> <b>The extent to which the response provides evidence from the text (using features such as the Character Tracking Tool) to support the analysis.</b>	Skillfully provides evidence from the text to support the analysis	Provides evidence from the text to support the analysis.	With partial accuracy, provides evidence from the text to support the analysis.	Inaccurately provides evidence from the text which does not support the analysis.
Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Control of Conventions</b> <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

Highly Proficient 13-14

Proficient 11-12

Partially Proficient 10

Minimally Proficient: Below 10



## Curriculum Sample

Grade Level	9 <sup>th</sup>	Content Area	ELA (Writing)
<b>Course Title</b> (grades 9–12 Only)	English 9		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction in the use of Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons aligns to Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and Socratic questioning. The lessons provide opportunities for direct teaching through didactic instruction and questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialog through the Socratic method.</p>		
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p><b>9-10.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>(M) c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</b></p> <p><b>(M) d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</b></p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Student copies of the Narrative Writing Checklist (previously created by students)</p> <p>Copies of the Transitions Handout for each student</p> <p>Model Narrative (studied as a model throughout entire unit)</p> <p>Student Narrative Drafts (drafts that students have been working on)</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<p>9-10.W.3.d</p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will learn how to incorporate precise words and phrases into their writing to provide vivid development of narrative writing</li> <li>• <b>Word Work:</b> Word Work could include context analysis, questioning, discussion of word use, and application to the standard. Academic Vocabulary for Word Work: <i>precise, specific,</i></li> <li>• <b>Model:</b> Show 2 examples—one of a sentence that includes precise words and phrases, and one of a sentence that does not include precise words and phrases:             <ul style="list-style-type: none"> <li>• <i>Example 1: It is just that somehow things felt different when I was looking out at a vast grey empty surface in front of a thick black velvet cloth of space and nothingness.</i></li> <li>• <i>Example 2: It is just that somehow things felt different when I was looking out into space.</i></li> </ul> </li> <li>• <b>Think-Pair-Share:</b> Have students think-pair-share with the following questions in mind:             <ul style="list-style-type: none"> <li>• What about the first example makes it more effective than the second example?</li> <li>• What is the effect of the use of the word “nothingness”?</li> </ul> </li> <li>• <b>Discussion:</b> Facilitate a discussion about the think-pair-share questions.</li> <li>• <b>Didactic Instruction:</b> Provide direct instruction with models of sentences with imprecise or unspecific words vs precise and specific words.</li> <li>• <b>Small Group Collaboration:</b> Give pairs or small groups of students example sentences to analyze and then replace imprecise words with more precise and specific words.</li> <li>• <b>Intellectual Coaching:</b> Question students as they work on revising imprecise sentences with more precise and specific words:</li> </ul>	<p>9-10.W.3.d</p> <ul style="list-style-type: none"> <li>• <b>Word Work:</b> Students will analyze and discuss the academic language for the standard- precise, specific</li> <li>• <b>Think-Pair-Share:</b> Students will think about two sample sentences and how those sentences use (or do not use) precise words and phrases. Students will then share their thinking with a partner and through whole-class discussion.</li> <li>• <b>Small Group Collaboration:</b> Students will collaborate in small groups to analyze the effectiveness of sentences with imprecise or unspecific words, and work to replace them with more precise and specific words.</li> <li>• <b>Answer questions:</b> Students will answer questions about the words or phrases being used in the narrative sentences they are revising.</li> <li>• <b>Analyze:</b> Students will analyze the effectiveness of their groups’ revisions</li> <li>• <b>Student-Led Narrative Writing Checklist:</b> Students will add to the Narrative Writing Checklist based on what they learned about precise words and phrases.</li> <li>• <b>Individual Revision:</b> Students will revise their own narrative drafts focusing on precise words and phrases.</li> <li>• <b>Revision Discussion:</b> In small groups, students will discuss revisions with peers and provide constructive feedback:             <ul style="list-style-type: none"> <li>○ Show peers the original passage and the revised passage</li> <li>○ Explain how the more precise and specific words in your revised passage improves the draft.</li> <li>○ Ask peers for brief constructive criticism of the revisions</li> </ul> </li> </ul> <p>The student activities align to the standard 9-10.W.3.d because students are using precise and specific words to replace imprecise or unspecific passages.</p>

	<ul style="list-style-type: none"> <li>• What words or phrases seem weak or vague in this passage?</li> <li>• How do these words and phrases weaken the paragraph?</li> <li>• What makes this revision more effective?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Narrative Writing Checklist:</b> Facilitate an analysis of the current narrative writing checklist. Ask: <ul style="list-style-type: none"> <li>• Based on this lessons' writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?</li> </ul> </li> <li>• <b>Individual Revision:</b> Provide instruction for students to independently revise their narrative drafts focusing on precise words and phrases, referring to the Narrative Writing Checklist.</li> <li>• <b>Small Group Peer Revision Discussion:</b> Have students form small groups to complete the peer revision discussion steps: <ul style="list-style-type: none"> <li>• Show peers the original passage and the revised passage</li> <li>• Explain how the more precise and specific words in your revised passage improves the draft.</li> <li>• Ask peers for brief constructive criticism of the revisions.</li> </ul> </li> </ul>	
2	<p>9-10.W.3.d</p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will learn how to incorporate sensory language into their writing to provide vivid development of narrative writing.</li> <li>• <b>Word Work:</b> Word Work could include context analysis, questioning, discussion of word use, and application to the standard. Academic Vocabulary for Word Work: <i>sensory language, vivid.</i></li> <li>• <b>Didactic Instruction:</b> Provide direct instruction on the definition and use of sensory language in writing.</li> <li>• <b>Model:</b> Show a quote from paragraph 4 of the Model Narrative: <ul style="list-style-type: none"> <li>○ <i>It is just that somehow things felt different when I was looking out at a vast grey empty surface in front of a thick black velvet cloth of space and nothingness. Even my moment to consider this landscape was brief, because as we got closer to approach I realized we were far out in front of where we planned to land, and were headed straight toward a huge crater with rocks the size of cars.</i></li> </ul> </li> <li>• <b>Write-Pair-Share:</b> Have students write-pair-share with the following questions in mind: <ul style="list-style-type: none"> <li>○ What is an example of sensory language in this quote?</li> </ul> </li> </ul>	<p>9-10.W.3d</p> <ul style="list-style-type: none"> <li>• <b>Word Work:</b> Students will analyze and discuss the academic language for the standard- sensory language, vivid</li> <li>• <b>Write-Pair-Share:</b> Students will think and write about the sample narrative quote, explaining how the example demonstrates sensory language by answering the questions: <ul style="list-style-type: none"> <li>• What is an example of sensory language in this quote?</li> <li>• What is the effect of this sensory language on the development of the experience?</li> </ul> <p>Students will then share their thinking with a partner and through whole-class discussion.</p> </li> <li>• <b>Small Group Collaboration:</b> Students will collaborate in small groups to analyze the effectiveness of sentences with dull language, and work to replace it with sensory details.</li> <li>• <b>Answer questions:</b> Students will answer questions about the language being used in the narrative sentences they are revising.</li> <li>• <b>Analyze:</b> Students will analyze the effectiveness of their groups' revisions</li> <li>• <b>Student-Led Narrative Writing Checklist:</b> Students will add to the Narrative Writing Checklist based on what they learned about sensory language and details.</li> </ul>

	<ul style="list-style-type: none"> <li>○ What is the effect of this sensory language on the development of the experience?</li> <li>• <b>Discussion:</b> Facilitate a discussion about the think-pair-share questions.</li> <li>• <b>Didactic Instruction:</b> Provide direct instruction with models of sentences with sensory language vs sentences with dull language.</li> <li>• <b>Small Group Collaboration:</b> Give pairs or small groups of students example sentences to analyze and then replace dull language with sensory language.</li> <li>• <b>Intellectual Coaching:</b> Question students as they work on revising</li> <li>• <b>Narrative Writing Checklist:</b> Facilitate an analysis of the current narrative writing checklist. Ask: <ul style="list-style-type: none"> <li>○ Based on this lessons' writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?</li> </ul> </li> <li>• <b>Individual Revision:</b> Provide instruction for students to independently revise their narrative drafts focusing on sensory language, referring to the Narrative Writing Checklist.</li> <li>• <b>Small Group Peer Revision Discussion:</b> Have students form small groups to complete the peer revision discussion steps: <ul style="list-style-type: none"> <li>○ Show peers the original passage and the revised passage</li> <li>○ Explain how adding sensory language in your revised passage improves the draft.</li> <li>○ Ask peers for brief constructive criticism of the revisions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual Revision:</b> Students will revise their own narrative drafts focusing on sensory language and details.</li> <li>• <b>Revision Discussion:</b> In small groups, students will discuss revisions with peers and provide constructive feedback: <ul style="list-style-type: none"> <li>○ Show peers the original passage and the revised passage</li> <li>○ Explain how the more precise and specific words in your revised passage improves the draft.</li> <li>○ Ask peers for brief constructive criticism of the revisions</li> </ul> </li> </ul> <p>The student activities align to the standard 9-10.W.3.d because students are analyzing text and using sensory language to replace dull language.</p>
3	<p>9-10.W.3.c</p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will learn how to incorporate transitional words and phrases to strengthen the cohesion and flow of their narratives.</li> <li>• <b>Word Work:</b> Word Work could include context analysis, questioning, discussion of word use, and application to the standard. Academic Vocabulary for Word Work: <i>cohesion, transitions</i>.</li> <li>• <b>Didactic Instruction/Transitions Handout:</b> Explain that the handout provides a variety of transitional words to use in specific cases. Explain to students that the words are grouped together by the way they are used. For example, to create transitions based on time in a sequence of events, students might use words like <i>meanwhile</i> or <i>next</i>. Words and phrases like <i>as a result</i> and <i>consequently</i> can be used to indicate cause and effect.</li> <li>• <b>Small Group Collaboration:</b> Instruct students to form pairs or small groups. Post or project two model narrative paragraphs and instruct student</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word Work:</b> Students will analyze and discuss the academic language for the standard- cohesion, transitions</li> <li>• <b>Transition Handout:</b> Students will listen to didactic instruction on the Transition Handout and read the transitional words.</li> <li>• <b>Small Group Collaboration:</b> Students will collaborate in small groups to analyze the model narrative paragraphs. Student groups will identify and record words and phrases that support transition and cohesion between sentences and paragraphs.</li> <li>• <b>Answer questions/ discuss:</b> Students will answer questions and participate in discussion about the narrative paragraphs: <ul style="list-style-type: none"> <li>• Which of these paragraphs is more cohesive and why?</li> <li>• Which of these excerpts is less cohesive and why?</li> <li>• What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?</li> </ul> </li> </ul>

	<p>pairs or groups to identify and record words and phrases that support transition and cohesion between sentences and paragraphs.</p> <ul style="list-style-type: none"> <li>• <b>Intellectual Coaching:</b> Provide intellectual coaching on this model through questioning: <ul style="list-style-type: none"> <li>○ Which of these paragraphs is more cohesive and why?</li> <li>○ Which of these excerpts is less cohesive and why?</li> <li>○ What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?</li> <li>○ How does each transitional word contribute to the cohesion of the paragraph?</li> </ul> </li> <li>• <b>Discussion:</b> Lead a brief whole-class discussion of student responses</li> <li>• <b>Narrative Writing Checklist:</b> Facilitate an analysis of the current narrative writing checklist. Ask: <ul style="list-style-type: none"> <li>○ Based on this lessons' writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?</li> </ul> </li> <li>• <b>Individual Revision:</b> Provide instruction for students to independently revise their narrative drafts focusing on transitional words and phrases, referring to the Narrative Writing Checklist.</li> <li>• <b>Small Group Peer Revision Discussion:</b> Have students form small groups to complete the peer revision discussion steps: <ul style="list-style-type: none"> <li>○ Show peers the original passage and the revised passage</li> <li>○ Explain how the transitional words in your revised passage improves the draft.</li> <li>○ Ask peers for brief constructive criticism of the revisions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How does each transitional word contribute to the cohesion of the paragraph?</li> <li>• <b>Analyze:</b> Students will analyze the effectiveness of their groups' revisions</li> <li>• <b>Student-Led Narrative Writing Checklist:</b> Students will add to the Narrative Writing Checklist based on what they learned about transitional words and cohesion.</li> <li>• <b>Individual Revision:</b> Students will revise their own narrative drafts focusing on transitional words and cohesion.</li> <li>• <b>Revision Discussion:</b> In small groups, students will discuss revisions with peers and provide constructive feedback: <ul style="list-style-type: none"> <li>• Show peers the original passage and the revised passage</li> <li>• Explain how the more precise and specific words in your revised passage improves the draft.</li> <li>• Ask peers for brief constructive criticism of the revisions</li> </ul> </li> </ul> <p>The student activities align to the standard 9-10.W.3.c because students are analyzing narrative paragraphs and using words and phrases that support transition and cohesion between sentences and paragraphs.</p>
	<p>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.</p>	<p>Following the sequence of lessons, students take a summative assessment by analyzing and rewriting a passage to incorporate the standard. The final assessment will be assessed using the Summative Assessment Rubric, A score of 12 indicates High Proficient, 10-11 Proficient, 8-9 Partially Proficient, and anything below 8 will be Minimally Proficient.</p>

## Model Narrative Writing Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Directions:</b> Use this template to record the checklist items that convey the components of an effective narrative established as a class.					
<b>Coherence, Organization, and Style</b>				<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>				<b>✓</b>	<b>✓</b>
Develop real or imagined experiences or events?				<input type="checkbox"/>	<input type="checkbox"/>
Establish a point of view?				<input type="checkbox"/>	<input type="checkbox"/>
Include settings, characters, and plots that develop the experiences or events?				<input type="checkbox"/>	<input type="checkbox"/>
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?				<input type="checkbox"/>	<input type="checkbox"/>
Use the passage of time to structure the narrative?				<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?				<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that establishes a narrator and/or characters?				<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that builds a smooth progression of experiences or events?				<input type="checkbox"/>	<input type="checkbox"/>
Develop distinct character voices?				<input type="checkbox"/>	<input type="checkbox"/>
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?				<input type="checkbox"/>	<input type="checkbox"/>
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?				<input type="checkbox"/>	<input type="checkbox"/>
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?*				<input type="checkbox"/>	<input type="checkbox"/>

## Transitions Handout

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
Addition (to add an idea)	Illustration (to give an example)	Comparison (to show how ideas are similar)	Contrast (to show how ideas are different)	Explanation (to explain an idea)	
again	e.g.,	equally	although	i.e.,	
also	for example	in the same way	at the same time	in other words	
besides	for instance	likewise	however	that is	
finally	specifically	similarly	in contrast	to clarify	
first	such as		nevertheless	to explain	
furthermore	to demonstrate		nonetheless		
in addition	to illustrate		on the contrary		
lastly			otherwise		
secondly			yet		
Emphasis (to highlight an idea)	Conclusion (to end a passage)	Cause and Effect (to show why)	Time (to show when)	Place (to show where)	
especially	finally	as a result	after	above	
importantly	in conclusion	because	during	adjacent to	
indeed	in the end	consequently	meanwhile	below	
in fact	lastly	for this reason	next	beyond	
of course	to conclude	hence	simultaneously	here	
significantly		so that	then	nearby	
surely		therefore	when	opposite to	
			while	there	

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## Summative Assessment Items and Scoring:

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

## Summative Assessment Items

**Item #1** Analyze a narrative passage for its effectiveness in conveying sensory details. Record the original passage, revise the passage to incorporate sensory details more effectively. Explain what makes your revision most effective.

**Item #2** Analyze a narrative passage for its use of precise and specific language. Record the original passage, revise the passage to incorporate more precise and specific language. Explain what makes your revision most effective.

**Item #3** Analyze a narrative passage for its overall cohesion. Record the original passage, revise the passage to create more effective transitions and cohesion. Explain what makes your revision most effective.

This task measures 9-10.W.3.c, d because it demands that students:

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

## Sample of Assessment

Name:	Class:	Date:
<b>Directions:</b> In the first column, record the original passage from your narrative. In the second column, record the revised passage. In the third column, explain why the revision is effective.		
Original Passage	Revised Passage	Explanation
I have given different answers to the question depending on the situation. I only said one word to the cashier.	I have given different answers to the question depending on the situation, but this time, I only said one word to the cashier.	I added the transitional words to help connect the ideas and show that there is something different about the narrator's usual answer and what he tells the cashier.
We would have lasted about 12 seconds before we lost consciousness if we did not have this equipment.	Without this equipment, we would have lasted about 12 seconds before we lost consciousness.	I varied the syntax so that the emphasis is on the importance of the equipment, which is described in the sentence before.
"Oh my god," she said, "I remember watching you land. It was my mother's birthday. My entire family was there at the house. We gathered around this tiny color TV in the living room. I remember the president called you guys up there. My father pretended like he could call too. He got on the phone and had us all laughing. This is amazing."	"Oh my god," she said, "I remember watching you land. It was my mother's birthday so my entire family was there at the house and we gathered around this tiny color TV in the living room. And I remember the president called you guys up there and my father pretended like he could call too and got on the phone and had us all laughing. This is ... wow ... this is amazing."	I changed the sentences so that they vary and so that the dialogue sounds more realistic, like it comes from someone who is very excited.

Name:	Class:	Date:
<b>Directions:</b> In the first column, record the original passage from your narrative. In the second column, record the revised passage. In the third column, explain why the revision is effective.		
Original Passage	Revised Passage	Explanation
I would not have even thought it was possible in my own life until I got the job and the other men and I began a lot of hard training in practice flights down South.	I would not have even thought it was possible in my own life until I got the assignment and my colleagues and I began our long and grueling training in flight simulators down in Virginia.	I removed or changed words like "job," "the other men," "a lot of," "hard," and "down South," so that the final version includes more precise and specific language to better help readers understand details in the text.
I think it wasn't until we landed that I had any time to feel any emotion at all. Up until then, the three of us—Buzz, Michael, and I—were performing all the necessary steps of the approach and landing process, which we had practiced many times during our hours in the simulators, before we ever went into space.	I think it wasn't until we landed that I had any time to feel any emotion at all. Up until then, the three of us—Buzz, Michael, and I—were performing all the necessary steps of the approach and landing process, which we had practiced innumerable times during our five hundred hours in the simulators, before we ever went into space.	Changing the vague words to more precise words helps convey the grueling regimen that was part of training to go the moon.
Coming in, the dust looked like a kind of fog, and it was hard to tell what was underneath.	Coming in, the dust from the surface was blowing up in fine clouds that looked like a kind of fog, and it was hard to tell what was underneath.	The original sentence does not make the distinction about where the fog-like element comes from (and readers do not know if this is a condition that is unique to the moon). The revised sentence makes it clearer where the fog comes from or what is creating the effect.

### Summative Assessment Rubric

Criteria	4– Responses at this Level: Highly Proficient	3 – Responses at this Level: Proficient	2 – Responses at this Level: Partially Proficient	1– Responses at this Level: Minimally Proficient
<b>Content and Analysis</b> <b>The extent to which the response analyzes the original narrative passage</b>	Skillfully analyze the original narrative passage.	Analyze the original narrative passage.	With partial accuracy, analyzes the original narrative passage	Minimally or inaccurately analyzes the original narrative passage.
<b>Content and Analysis</b> <b>The extent to which the response provides a revised narrative passage demonstrating mastery of the standard of review (precise words and phrases, sensory details, and cohesive transitions)</b>	Skillfully provides a revised narrative passage demonstrating mastery of the standard of review.	Provides a revised narrative passage demonstrating mastery of the standard of review.	With partial accuracy, provides revised narrative passage demonstrating mastery of the standard of review.	Minimally or inaccurately revised narrative passage demonstrating mastery of the standard of review.
<b>The extent to which the response provides a reflection of the effectiveness of the revision based on the standard of review (precise words and phrases, sensory details, and cohesive transitions)</b>	Skillfully demonstrates reflection on effectiveness of the revision based on the standard or review.	Demonstrates reflection on effectiveness of the revision based on the standard or review.	Demonstrates partial reflection on effectiveness of the revision based on the standard or review.	Demonstrates minimal or inaccurate reflection of the revision based on the standard of review.

**Highly Proficient: 12**

**Proficient: 10-11**

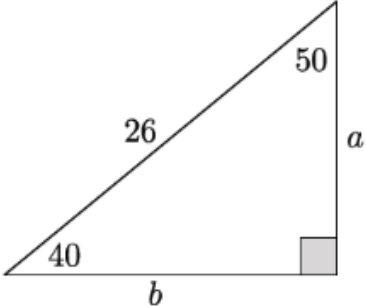
**Partially Proficient: 8-9**

**Minimally Proficient: Below 8**

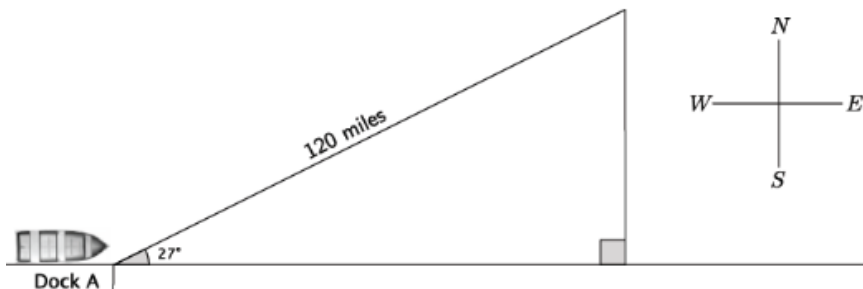


**Curriculum Sample Template - 8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.**

<b>Grade Level</b>	10 <sup>th</sup>	<b>Content Area</b>	Mathematics
<b>Course Title</b> (grades 9–12 Only)	Geometry		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction fostering Arizona’s Mathematics Standards, adopted in December 2016. The lessons are aligned to the EngageNY Curriculum which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons models Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching and Socratic questioning. The lessons provide opportunities for direct learning through didactic learning, questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing and dialogue through the Socratic method. Furthermore, the instructional methodology includes opportunities to build and exercise the use of logic and critical reasoning.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>(M) G.G-SRT.C.8:</b> Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find unknown measurements in right triangles utilizing real-world context.</p> <p><b>G.MP.1:</b> Make sense of problems and persevere in solving them.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Student Workbook Module 2: Topic E Lessons 28 and 34, graphing calculator, ruler.		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<p><b>Objective:</b> Students solve for missing sides of a right triangle given the length of one side and the measure of one of the acute angles in real-world contexts. Students also use the Pythagorean Theorem to solve for an unknown side length in a right triangle by using the other two side lengths in real-world contexts.</p> <p><b>Activating Prior Knowledge:</b> Have students complete Example 1 to assess familiarity with previous knowledge, emphasizing the sine and cosine ratios in right triangles.</p> <p><b>Example 1</b>  <b>Find the values of <math>a</math> and <math>b</math>.</b></p>  <ul style="list-style-type: none"> <li>- Review that students can use either the sin or cosine ratio in this example to solve for side lengths <math>a</math> and <math>b</math>.</li> <li>- Review sin as the ratio of the opposite side to the angle to the hypotenuse and cosine as the ratio of the adjacent side to the angle to the hypotenuse.</li> <li>- Review how to use a graphing calculator to compute these values.</li> </ul> <p><b>Direct Instruction:</b> Directly review the following exercise with students while discussing the steps to solving parts <math>a</math> and <math>b</math> with the appropriate trigonometric ratios.</p>	<ul style="list-style-type: none"> <li>- Engage in anticipatory set and discuss prior knowledge</li> <li>- Engage in class discussion about trigonometric ratios and correcting using them to solve for unknown measurements in right triangles in real-world situations.</li> <li>- Work in groups to solve to determine when the Pythagorean Theorem is appropriate to use and how it can be used to approximate a side length.</li> <li>- Work out exit ticket problems with the goal of self-assessing their own process in correctly applying trigonometric ratios to measurements in right triangles and using the Pythagorean Theorem successfully.</li> <li>- Student activities are aligned to the standard G.G-SRT.C.8 because students are applying trigonometric ratios to measurements in right triangles using the Pythagorean Theorem.</li> </ul>

A shipmate set a boat to sail exactly  $27^\circ$  NE from the dock. After traveling 120 miles, the shipmate realized he had misunderstood the instructions from the captain; he was supposed to set sail going directly east!

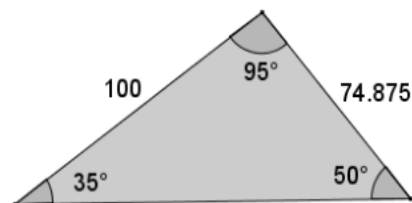


- How many miles will the shipmate have to travel directly south before he is directly east of the dock? Round your answer to the nearest mile.
  - How many extra miles does the shipmate travel by going the wrong direction compared to going directly east? Round your answer to the nearest mile.
- Emphasize the different strategies students can use to solve part b) i.e. either by using the cosine ratio to solve for the extra mileage or the Pythagorean Theorem to solve for the extra mileage (67 miles)

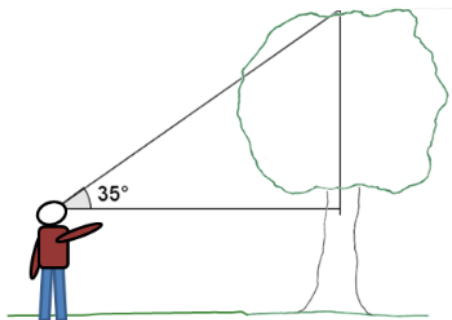
**Directly review** the following exercise to examine when the Pythagorean Theorem is appropriate to use and how to use it to approximate lengths in triangles that include angles about 90 degrees.

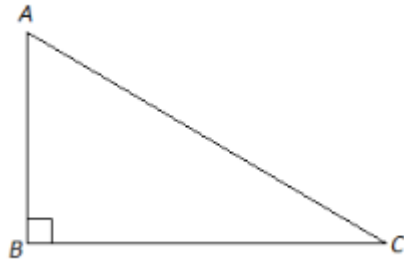
Johanna borrowed some tools from a friend so that she could precisely, but not exactly, measure the corner space in her backyard to plant some vegetables. She wants to build a fence to prevent her dog from digging up the seeds that she plants. Johanna returned the tools to her friend before making the most important measurement: the one that would give the length of the fence!

Johanna decided that she could just use the Pythagorean theorem to find the length of the fence she would need. Is the Pythagorean theorem applicable in this situation? Explain.



- Discuss how the given angle is not exactly 90 degrees and so the Pythagorean Theorem would only give an approximation of the length of the fence in the problem.
- Intellectual coaching (MP 1):** What can we do to help Johanna figure out the exact length of fencing she needs? If we dropped an altitude from the angle with measure 95 degrees, would that help in finding an

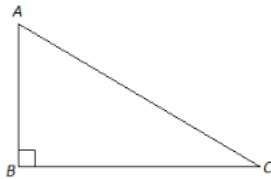
	<p>exact length of fence? (yes because it would give us right triangles to work with and therefore allow us to use trigonometric ratios to solve)</p> <ul style="list-style-type: none"> <li>- <b>Small Group Work:</b> Have students work in small groups to answer this question by drawing an altitude and examining the problem further.</li> </ul> <p><b>Exit ticket as student self-assessment:</b> Students take their exit ticket independently. Teachers write solutions to exit ticket problems on board and have students assess their own work and conclusions for any errors.</p>	
2	<p><b>Objective:</b> Students use inverse trigonometric ratios to find unknown measurements in right triangles utilizing real-world context.</p> <p><b>Activating Prior Knowledge:</b> Have students complete the following opening exercise independently, using graphing calculators and the tangent ratio to solve for the unknown length.</p> <p>Opening Exercise</p> <p>a. Dan was walking through a forest when he came upon a sizable tree. Dan estimated he was about 40 meters away from the tree when he measured the angle of elevation between the horizontal and the top of the tree to be 35 degrees. If Dan is about 2 meters tall, about how tall is the tree?</p>  <ul style="list-style-type: none"> <li>- Discuss and review identifying the right angle, the hypotenuse and the opposite and adjacent legs (relative to the given angle).</li> <li>- Review tangent as the ratio of the opposite leg to the adjacent leg and solve for the opposite leg, adding 2 m to the result for the exact answer (height of the tree).</li> </ul> <p><b>Discussion:</b> Put up the following problem and engage class in a discussion about the trigonometric ratios that constitute prior knowledge:</p>	<ul style="list-style-type: none"> <li>- Engage in anticipatory set and discuss prior knowledge</li> <li>- Engage in class discussion about trigonometric ratios and understand formalizing the inverse trigonometric ratios.</li> <li>- Work in groups to solve for unknown measurements in right triangles using inverse trigonometric ratios; then participate in a class discussion by using vocabulary and terms relevant to the lesson</li> <li>- Work out exit ticket problems with the goal of self-assessing their own process in correctly applying inverse trigonometric ratios to measurements in right triangles.</li> <li>- Student activities are aligned to the standard G.G-SRT.C.8 because students are applying inverse trigonometric ratios to measurements in right triangles.</li> </ul>



Write ratios for sin, cos, and tan of angle C:

- $\sin C = \frac{AB}{AC}$ ,  $\cos C = \frac{BC}{AC}$ ,  $\tan C = \frac{AB}{BC}$
- Review that each ratio is relative to the given angle (C).

Next, have students review the following triangle and the inverse trigonometric ratios:



$$\arcsin\left(\frac{AB}{AC}\right) = m\angle C$$

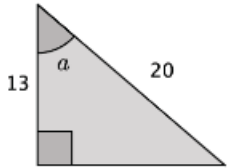
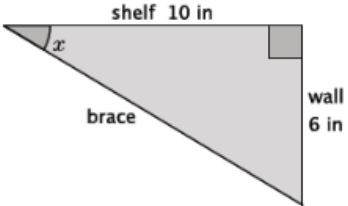
$$\arccos\left(\frac{BC}{AC}\right) = m\angle C$$

$$\arctan\left(\frac{AB}{BC}\right) = m\angle C$$

- Intellectual coaching: what do you notice about each of the ratios listed above? Can you determine the meaning of each statement?
- Follow with the discussion below formalizing the definitions:

Once students have shared their guesses, formalize the ideas with a discussion:

- Mathematicians use *arcsin*, *arccos*, and *arctan* to refer to the angle measure that results in the given sin, cos, or tan ratio. For example, for this triangle, mathematicians would say, " $\arcsin\left(\frac{AB}{AC}\right) = m\angle C$ ." Explain the meaning of this in your own words.
  - This means that the angle that has a sine ratio equal to  $\frac{AB}{AC}$  is  $m\angle C$ .
- Explain the meaning of  $\arccos\left(\frac{BC}{AC}\right) = m\angle C$ .
  - This means that the angle that has a cosine ratio equal to  $\frac{BC}{AC}$  is  $m\angle C$ .
- Explain the meaning of  $\arctan\left(\frac{AB}{BC}\right) = m\angle C$ .
  - This means that the angle that has a tangent ratio equal to  $\frac{AB}{BC}$  is  $m\angle C$ .
- We can use a calculator to help us determine the values of arcsin, arccos, and arctan. On most calculators, these are represented by buttons that look like " $\sin^{-1}$ ," " $\cos^{-1}$ ," and " $\tan^{-1}$ ."

	<p><b>Direct Instruction:</b> Directly review the following exercises beginning with identifying when to use inverse trigonometric functions and ending with how to use inverse ratios to solve for unknown measurements.</p> <ul style="list-style-type: none"> <li>- Directly instruct exercises 1a) and 2) for students then have students <b>work in small groups</b> to solve the rest of Exercises 1-5.</li> <li>- Circle around class providing intellectual coaching</li> </ul> <p><b>Exercises 1–5</b></p> <p><b>1. Find the measure of angles <math>a</math> through <math>d</math> to the nearest degree.</b></p> <p>a.</p>  <p><b>2. Shelves are being built in a classroom to hold textbooks and other supplies. The shelves will extend 10 in. from the wall. Support braces will need to be installed to secure the shelves. The braces will be attached to the end of the shelf and secured 6 in. below the shelf on the wall. What angle measure will the brace and the shelf make?</b></p>  <p><b>Exit ticket as student self-assessment:</b> Students take their exit ticket independently. Teachers write solutions to exit ticket problems on board and have students assess their own work and conclusions for any errors.</p>	
<p><b>S.A.</b></p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Following the sequence of lessons, students take a summative assessment on <b>G.G-SRT.C.8</b>. The summative assessment includes problems of the same type listed below. An acceptable score for mastery exceeds 90% for each question on the summative assessment.</p>

### Summative Assessment Items and Scoring:

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

#### Summative Assessment Item 1, Answer and Scoring Guide:

The Occupational Safety and Health Administration (OSHA) provides standards for safety at the workplace. A ladder is leaned against a vertical wall according to OSHA standards and forms an angle of approximately  $75^\circ$  with the floor.

- a. If the ladder is 25 ft. long, what is the distance from the base of the ladder to the base of the wall?

Let  $b$  represent the distance of the base of the ladder from the wall in feet.

$$b = 25(\cos 75^\circ)$$
$$b \approx 6.5$$

The base of the ladder is approximately 6 ft. 6 in. from the wall.

- b. How high on the wall does the ladder make contact?

Let  $h$  represent the height on the wall where the ladder makes contact in feet.

$$h = 25(\sin 75^\circ)$$
$$h \approx 24.1$$

The ladder contacts the wall just over 24 ft. above the ground.



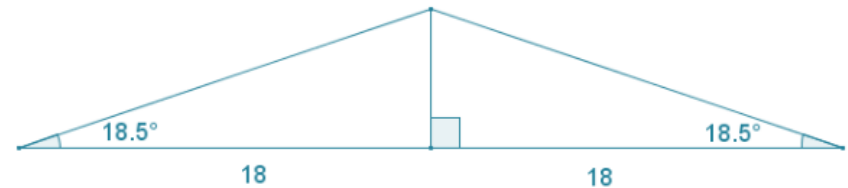
#### Scoring Guide:

- a) 3 points: 2 point for correct setup of trigonometric ratio,  $\frac{1}{2}$  point for correct length and  $\frac{1}{2}$  for the correct unit.
- b) 3 points: 2 point for correct setup of trigonometric ratio,  $\frac{1}{2}$  point for correct height  $\frac{1}{2}$  point for the correct unit.

Acceptable score for mastery: 5.5/6

#### Summative Assessment Item 2, Answer and Scoring Guide:

Tim is designing a roof truss in the shape of an isosceles triangle. The design shows the base angles of the truss to have measures of  $18.5^\circ$ . If the horizontal base of the roof truss is 36 ft. across, what is the height of the truss?



Let  $h$  represent the height of the truss in feet. Using tangent,  $\tan 18.5^\circ = \frac{h}{18}$ , and thus,

$$h = 18(\tan 18.5^\circ)$$
$$h \approx 6.$$

The height of the truss is approximately 6 ft.

#### Scoring Guide:

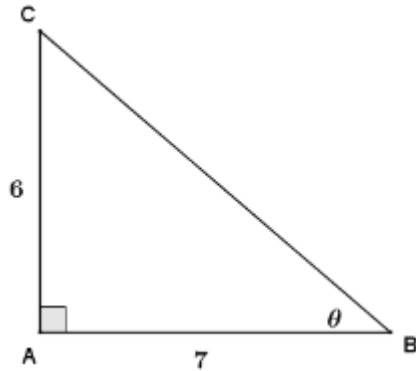
- a) 5 points: 2 points for the drawing labeled correctly, 2 point for correct setup of trigonometric ratio,  $\frac{1}{2}$  point for correct length and  $\frac{1}{2}$  for the correct unit.

Acceptable score for mastery: 4.5/5

Summative Assessment Item 3:

For the given triangle, solve for the following:

- a)  $\theta$
- b) The length of  $CB$  using the Pythagorean Theorem.



Answers:

Part a)

- $\tan \theta = \frac{6}{7}$
- $\theta = \arctan(\frac{6}{7})$
- $\theta \approx 41^\circ$

Part b)

- $6^2 + 7^2 = CB^2$
- $85 = CB^2$
- $CB \approx 9.2$

Scoring Guide:

- a) 4 points: 2 point for correct setup, 2 point for correct value of theta.
- b) 1 point: ½ point for correct setup, ½ point for correct value of CB.

Acceptable score for mastery: 4.5/5 points



## Curriculum Sample

<b>Grade Level</b>	10 <sup>th</sup>	<b>Content Area</b>	ELA (Reading)
<b>Course Title</b> (grades 9–12 Only)	English 10		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction in the use of Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons aligns to Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and Socratic questioning. The lessons provide opportunities for direct teaching through didactic instruction and questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialog through the Socratic method.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>Reading: (M) 9-10.RL.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Copies of “The Palace Thief,” by Ethan Canin</p> <p>Student copies of the Short Response Rubric</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<p><b>Objective:</b> In this lesson, students are introduced to a new text, “The Palace Thief,” a short story by Ethan Canin. Students analyze how Canin introduces the character of the narrator and begin to explore the narrator’s complex relationship with one of his students, Sedgewick Bell.</p> <ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge:</b> discussion and questioning of previous familiarity with the standard of review (9-10.RL.3)</li> <li>• <b>Didactic Instruction of Academic Vocabulary and Language:</b> <i>complex characters, plot, theme</i> (9-10.RL.3)</li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>indolence, scrutiny, posting, cultivated</i> Word Work could include context analysis, questioning, discussion of word use, and application to the standard.</li> <li>• <b>Modeling:</b> In this instructional strategy, the teacher will provide a masterful reading of pages 155–160 of “The Palace Thief” What does the narrator believe is his purpose as a teacher at St. Benedict’s school?</li> <li>• <b>Small Group Reading:</b> Facilitate small group re-reading of the text- page 155 of “The Palace Thief”</li> <li>• <b>Socratic Questioning/Intellectual Coaching:</b> This instructional strategy provides rigorous questions aligned to the text and standard. The following questions included throughout the lesson advance students’ thinking around the development of the characters. (9-10.RL.3) <ul style="list-style-type: none"> <li>○ What relationship does Canin establish between the narrator and St. Benedict’s school on page 155?</li> <li>○ What relationship does Canin establish between the narrator and his students on page 155?</li> <li>○ What does the narrator’s description of his reasons for telling “this story” (p. 155) suggest about his character?</li> <li>○ What do the narrator’s expectations of his students suggest about what he values?</li> <li>○ How do the narrator’s impressions of Sedgewick Bell contribute to the development of Bell’s character?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge:</b> Students read and assess their familiarity with standard 9-10.RL.3. Students discuss the standard in pairs</li> <li>• <b>Academic Vocabulary:</b> Students engage with content vocabulary specific to the standard of review: <i>complex characters, plot, theme</i> (9-10.RL.3)</li> <li>• <b>Word Work:</b> Students analyze words in the text, discuss their use in context, and engage with vocabulary as it is applicable to the standard of review: <i>indolence, scrutiny, posting, cultivated</i></li> <li>• <b>Masterful Reading</b></li> <li>• Students follow along, reading silently.</li> <li>• Students individually annotate and then discuss in partners the question: What does the narrator believe is his purpose as a teacher at St. Benedict’s school?</li> <li>• <b>Reading and Discussion</b> <ul style="list-style-type: none"> <li>○ Students read page 155 of “The Palace Thief”</li> <li>○ Students discuss questions in small groups using evidence from the text to analyze the development of the characters in “The Palace Thief.”</li> <li>○ Students participate in whole-class discussion of questions.</li> </ul> </li> <li>• <b>Quick Write</b> Students independently answer the prompt using evidence from the text.</li> <li>• <b>Student Self-Assessment:</b> Students will complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul> <p>The student activities are aligned to the standard 9-10.RL3 because students are engaging in Socratic discussion analyzing the development of the characters in “The Palace Thief.”</p>

	<ul style="list-style-type: none"> <li>○ How does Canin establish the relationship between the narrator and Sedgewick Bell on pages 156–160?</li> <li>• <b>Discussion:</b> This instructional strategy provides students with the opportunity to discuss the questions in partners, small groups, and in a whole group setting.</li> <li>• <b>Quick Write:</b> Use a Quick Write as a formative assessment, instructing students to respond in writing to a prompt based on the standard of review: (9-10.RL.3) How does Canin develop the character of the narrator in this passage? A High Performance Response should: Analyze how Canin develops the narrator from the introduction of the narrator.</li> <li>• <b>Student Self-Assessment:</b> In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul>	
2	<p><b>Objective:</b> In this lesson, students analyze how the relationship between the narrator and Sedgewick evolves over the course of the focus excerpt.</p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction of Academic Vocabulary and Language:</b> <i>complex characters, plot, theme</i> (9-10.RL.3)</li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>affront, novice</i> Word Work could include context analysis, questioning, discussion of word use, and application to the standard.</li> <li>• <b>Modeling:</b> Provide a masterful reading of pages 160–164 of “The Palace Thief” paying particular attention to the narrator’s interactions with the senator. How does the narrator’s attitude towards Sedgewick change over the course of this passage?</li> <li>• <b>Small Group Reading:</b> Facilitate small group re-reading of the text- page 160-161 of “The Palace Thief”. Have students annotate the text using the annotation code CD for character development.</li> <li>• <b>Socratic Questioning/Intellectual Coaching:</b> This instructional strategy provides rigorous questions aligned to the text and standard. The following questions included throughout the lesson advance students’ thinking around the development of the characters. (9-10.RL.3) <ul style="list-style-type: none"> <li>○ What does Sedgewick’s behavior upon entering the narrator’s room suggest about the relationship between the narrator and Sedgewick?</li> <li>○ How does the narrator respond to Sedgewick’s behavior?</li> <li>○ What does Sedgewick’s reaction to the narrator’s response suggest about Sedgewick’s relationship with his father?</li> <li>○ What does the narrator’s account of his meeting with the senator suggest about the narrator?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Masterful Reading</b> <ul style="list-style-type: none"> <li>○ Students follow along, reading silently.</li> <li>○ Students record thoughts or questions on their copies of the text or in a notebook with the questions in mind: How does he narrator’s attitude towards Sedgewick change over the course of this passage?</li> </ul> </li> <li>• <b>Reading and Discussion</b> <ul style="list-style-type: none"> <li>○ Students read pages 160–161 and discuss questions in pairs or small groups.</li> <li>○ Students annotate for character development using the annotation code CD</li> <li>○ Students participate in whole-class discussion of questions.</li> <li>○ Students read pages 161–164 and answer the questions individually and then discuss with whole class.</li> </ul> </li> <li>• <b>Quick Write</b> <ul style="list-style-type: none"> <li>○ Students listen and read the Quick Write prompt.</li> <li>○ Students independently answer the prompt, using evidence from the text.</li> </ul> </li> </ul> <p>The student activities are aligned to the standard 9-10.RL.3 because students are engaging in Socratic discussion analyzing the interaction between the narrator and the senator.</p>

	<ul style="list-style-type: none"> <li>○ How does the senator’s understanding of the narrator’s job compare to the narrator’s beliefs about his role as a teacher?</li> <li>○ What happens to the narrator’s attitude toward the senator over the course of this scene and why?</li> <li>○ What happens to the narrator’s attitude towards Sedgewick over the course of this scene and why?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> This instructional strategy provides students with the opportunity to discuss the questions in partners, small groups, and in a whole group setting.</li> <li>• <b>Quick Write:</b> Use a Quick Write as a formative assessment, instructing students to respond in writing to a prompt based on the standard of review: (9-10.RL.3) How does the interaction between the narrator and the senator impact the narrator’s relationship with Sedgewick? A High Performance Response should: Analyze how the interaction between the narrator and the senator impacts the narrator’s relationship with Sedgewick</li> <li>• <b>Student Self-Assessment:</b> In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul>	
3	<ul style="list-style-type: none"> <li>• <b>Objective:</b> In this lesson, students continue to analyze how the relationship between the narrator and Sedgewick evolves over the course of the focus excerpt.</li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>code</i>, <i>waned</i> Word Work could include context analysis, questioning, discussion of word use, and application to the standard.</li> <li>• <b>Modeling:</b> Provide a masterful reading of pages 171-175 of “The Palace Thief” paying particular attention to how the interactions between Hundert and Sedgewick develop both characters How does Hundert describe his interactions with Sedgewick after the cheating incident?</li> <li>• <b>Small Group Reading:</b> Facilitate small group re-reading of the text- page 171-173 of “The Palace Thief”</li> <li>• <b>Socratic Questioning:</b> This instructional strategy provides rigorous questions aligned to the text and standard. The following questions included throughout the lesson advance students’ thinking around the development of the characters. (9-10.RL.3) <ul style="list-style-type: none"> <li>○ How does Hundert’s description of Sedgewick’s behavior in their conversation after the competition develop Sedgewick’s character?</li> <li>○ What does Hundert’s description of his failure to follow his own “code of mora;s” suggest about the characters of Hundert and Sedgewick?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Masterful Reading</b> <ul style="list-style-type: none"> <li>○ Students follow along, reading silently.</li> <li>○ Students record thoughts or questions on their copies of the text or in a notebook.</li> </ul> </li> <li>• <b>Reading and Discussion</b> <ul style="list-style-type: none"> <li>○ Students read pages 171-173 and discuss questions in pairs or small groups.</li> <li>○ Students participate in whole-class discussion of questions.</li> <li>○ Students answer the questions in small groups and then discuss with whole class.</li> </ul> </li> <li>• <b>Quick Write</b> <ul style="list-style-type: none"> <li>○ Students listen and read the Quick Write prompt.</li> <li>○ Students independently answer the prompt, using evidence from the text.</li> </ul> </li> <li>• <b>Self-Assessment:</b> Students complete self-assessment of quick write using the Short Response Rubric.</li> </ul> <p>The student activities are aligned to the standard 9-10.RL.3 because students are engaging in Socratic discussion analyzing how the interaction between the characters develops the characters.</p>

	<ul style="list-style-type: none"> <li>○ How does Hundert’s description of how Sedgewick walks contribute to the development of Sedgewick’s character?</li> <li>• <b>Discussion:</b> This instructional strategy provides students with the opportunity to discuss the questions in partners, small groups, and in a whole group setting.</li> <li>• <b>Quick Write:</b> Use a Quick Write as a formative assessment, instructing students to respond in writing to a prompt based on the standard of review: (9-10.RL.3) <b>Prompt: How does Hundert’s description of a significant interaction in this passage develop the character of either Sedgewick or Hundert?</b> A High Performance Response should: <ul style="list-style-type: none"> <li>• Describe a significant interaction in pages 171–175</li> <li>• Analyze how Hundert’s description of this interaction develops the character of either Sedgewick or Hundert</li> </ul> </li> <li>• Student Self-Assessment: In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Following the sequence of lessons, students will write a text analysis analyzing how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.. A score of 13-14 is Highly Proficient, 11-12 Proficient,, 10 Partially Proficient, and anything below 10 is Minimally Proficient.</li> </ul>

## Example of Short Response Rubric

(For Quick Writes formative assessment)

	2-Point Response	1-Point Response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text.  Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text.  Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop a response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

### 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

Write a text analysis using one of the prompts analyzing how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

**Item #1** *How has Hundert developed as a character in this text?*

A High Performance Response should:

- Include an introductory paragraph that introduces the topic
- Analyze Hundert’s development over the course of the text. A High Performance Response must include evidence in support of a multi-paragraph analysis:

**Item #2** *To what extent has Hundert’s character changed over the course of the text?*

A High Performance Response should:

- Analyze Hundert’s character at the beginning of the
- Analyze Hundert’s character at the end of the story, noting how it has developed

**Item #3** *Analyze how the interactions between Hundert and the Bells develop a central idea in “The Palace Thief”.*

A High Performance Response should:

- Provide a clear introduction, including the title and author of the text
- Identify a central idea of the text (e.g., identity, expectations, or history).
- Analyze how the interactions between Hundert and the Bells in “The Palace Thief” develop this central idea using well-chosen, relevant, and sufficient evidence
- Include a clear conclusion
- Maintain a style appropriate to the task, purpose, and audience.
- A High Performance Response must include evidence in support of a multi-paragraph analysis.

#### Commentary on the Task:

This task measures 9-10.RL.3 because it demands that students:

- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## Text Analysis Summative Assessment Rubric

Criteria	6– Responses at this Level: Highly Proficient	4 – Responses at this Level: Proficient	2 – Responses at this Level: Partially Proficient	0 – Responses at this Level: Minimally Proficient
<b>Content and Analysis</b> <b>The extent to which the response analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b> <b>9-10.RL.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	With partial accuracy, analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Content and Analysis</b> <b>The extent to which the response provides evidence from the text (using features such as the Character Tracking Tool) to support the analysis.</b>	Skillfully provides evidence from the text to support the analysis	Provides evidence from the text to support the analysis.	With partial accuracy, provides evidence from the text to support the analysis.	Inaccurately provides evidence from the text which does not support the analysis.
Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Control of Conventions</b> <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

Highly Proficient 13-14

Proficient 11-12

Partially Proficient 10

Minimally Proficient Below 10



## Curriculum Sample

Grade Level	10 <sup>th</sup>	Content Area	ELA (Writing)
<b>Course Title</b> (grades 9–12 Only)	English 10		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction in the use of Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons aligns to Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and Socratic questioning. The lessons provide opportunities for direct teaching through didactic instruction and questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialog through the Socratic method.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>9-10.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>(M) a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</b></p> <p><b>(M) b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</b></p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Copies of the Outline Tool for each student</p> <p>Student copies of Evidence-Based Claims Criteria Checklist</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<p>9-10.W.1.a</p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> In this instructional strategy, the teacher will review the objective for this lesson- Students will determine a central claim for an argument, organize supporting claims and evidence for each claim, and analyze the evidence that supports each claim.</li> <li>• <b>Activating Prior Knowledge:</b> discussion and questioning of previous learning about the standard 9-10.W.1.a</li> <li>• <b>Word Work:</b> Word Work could include context analysis, questioning, discussion of word use, and application to the standard. Academic Vocabulary for Word Work: <i>central claim, opposing claim, counterclaim, reasoning, evidence</i></li> <li>• <b>Research-Pair-Share:</b> Students have done previous research in preparation for the research-based argument paper. Have students discuss in pairs the strongest or most interesting possible central claim that has emerged from their research.</li> <li>• <b>Guided Practice using Outline Tool:</b> Distribute the Outline Tool. Guide students to record their problem-based questions on the tool.</li> <li>• <b>Didactic Instruction and Questioning:</b> Provide didactic instruction on central claims. Display a series of claims for students to analyze:             <ul style="list-style-type: none"> <li>○ Central Claim: Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.</li> <li>○ Claim: Giving researchers legal ownership of others' genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information.</li> <li>○ Claim: Doctors and researchers can profit from tissue taken during surgery and institutions have control over these tissue samples.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word Work:</b> Students will analyze and discuss the academic language for the standard- <i>central claim, opposing claim, counterclaim, reasoning, evidence</i></li> <li>• <b>Research-Pair-Share:</b> Students will discuss in pairs the strongest or most interesting possible central claim that has emerged from their research.</li> <li>• <b>Outline Tool:</b> Record problem-based questions on the Outline Tool</li> <li>• <b>Discuss Central Claims:</b> <ul style="list-style-type: none"> <li>○ Include subtopics that develop the topic and support the claim</li> <li>○ Clearly state each subtopic</li> <li>○ Use relevant and sufficient evidence to develop my subtopics</li> <li>○ Adapt content and language to my specific audience</li> </ul> </li> <li>• <b>Analyze claims:</b> Students will organize the claims they identified in a coherent order.</li> <li>• <b>Partner Work:</b> Discuss ideas and fill in Evidence and Reasoning portions of the Outline Tool.</li> </ul> <p>The student activities are aligned to the standard 9-10.W.1.a because students are introducing precise claims and creating a clear organization.</p>

	<ul style="list-style-type: none"> <li>○ Claim: The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family. Ask: <b>Which claim in this sequence does not support the central claim?</b></li> <li>● <b>Guided Practice and Intellectual Coaching:</b> Instruct students to organize the claims they identified in a coherent order. Ask potential questions for students to guide their organization of the tools: <ul style="list-style-type: none"> <li>○ Are your Evidence-Based Claims in a logical order?</li> <li>○ How do you link your claims to best support the central claims?</li> <li>○ How can you transition from one claim to another to effectively show the reasoning and how it best supports the central claim?</li> </ul> </li> <li>● <b>Model the Outline Tool:</b> Remind students that the purpose of this outline is to have a clear plan for their research-based argument paper and to consolidate all of their information. Display one supporting claim of the Model Outline Tool for students. Explain that students need to use the evidence from their research to support each claim in the body of their paper (much like each claim in the paper supports the central claim), and copy the evidence onto the “Evidence” portion of the Outline Tool. Explain that students will write a brief explanation of how this evidence supports each claim in the “Reasoning” portion of the Outline Tool. Model the process. Inform students that this analysis is the starting point for each body paragraph and the foundation of the reasoning among the evidence in the research-based argument paper.</li> <li>● <b>Partner Discussion:</b> Instruct students to form pairs to discuss their ideas about which evidence best supports the first claim on their Outline Tool. Then students complete the first “Evidence” and “Reasoning” portions of the Outline Tool.</li> </ul>	
2	<p>9-10.W.1.b</p> <ul style="list-style-type: none"> <li>● <b>Objective:</b> In this instructional strategy, the teacher will review the objective for this lesson- Students will determine a central claim for an argument, organize supporting claims and evidence for each claim, and analyze the evidence that supports each claim.</li> <li>● <b>Activating Prior Knowledge:</b> discussion and questioning of previous learning about the standard 9-10.W.1.b</li> <li>● <b>Word Work:</b> Word Work could include context analysis, questioning, discussion of word use, and application to the standard. Academic Vocabulary for Word Work: counterclaim, refute, opposing claim, supporting claim</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Developing Counterclaims:</b> Students will develop counterclaims to their central claims and supporting claims for the counterclaim</li> <li>● <b>Turn and Talk:</b> Students will talk to a partner about the relationships between the claim and the counterclaim: <b>What is the view of the counterclaim How is it refuting the central claim?</b></li> <li>● <b>Discuss:</b> Discuss counterclaims and supporting claims with the whole class.</li> <li>● <b>Partner Work:</b> Students form pairs to review their central claims on the Outline Tool and form a counterclaim to their central claim.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Developing Counterclaims:</b> Direct students to the counterclaims portion of the Outline Tool. Explain to students that in this lesson, they will develop both counterclaims to their central claims and supporting claims for the counterclaim.</li> <li>• <b>Turn and Talk:</b> Display the model central claim and counterclaim portions of the Model Outline Tool. Ask students to briefly Turn-and-Talk in pairs to discuss the following question about the relationship between the claim and counterclaim. <b>What is the view of the counterclaim? How is it refuting the central claim?</b></li> <li>• <b>Discussion:</b> Lead a brief whole-class discussion on student responses.</li> <li>• <b>Partner Review:</b> Instruct students to form pairs to review their central claims on the Outline Tool and form a counterclaim to their central claim. Remind students to refer to their Research Portfolios if necessary because over the course of their research, they have encountered opposing perspectives concerning their issues. Remind students that if they have several counterclaims to consider, they should think about which counterclaim would provide a more interesting or compelling exploration of the topic.</li> <li>• <b>Didactic Instruction on supporting claims:</b> Display the following supporting claims for students. Model Counterclaim: All tissue should be available for an individual to sell if it does not endanger the individual's life and would improve his or her financial situation. Claim: If an individual has a way to profit from their body, they can put themselves in a position to make a lot of money. Claim: Compensation is necessary to get tissue donations. Claim: Researchers should not be the only ones profiting from sale of human tissue. Ask student pairs to discuss the following question: <b>Which of the claims best supports the counterclaim and why? Which supporting claim does not effectively support the counterclaim and why?</b></li> <li>• <b>Outline Tool:</b> Explain to students the Outline Tool is the lesson assessment. They will be assessed on the counterclaim as well as the supporting claims, evidence, and reasoning for the counterclaim. Instruct students to record the supporting claims for the counterclaim on the "Supporting Claim" portion of the Outline Tool, the evidence on the "Evidence" portion of the Outline Tool, and the reasoning on the "Reasoning" portion of the Outline Tool.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss in partners:</b> Which of the claims best supports the counterclaim and why? Which supporting claim does not effectively support the counterclaim and why?</li> <li>• <b>Outline Tool:</b> Record the supporting claims for the counterclaim on the "Supporting Claim" portion of the Outline Tool, the evidence on the "Evidence" portion of the Outline Tool, and the reasoning on the "Reasoning" portion of the Outline Tool.</li> </ul> <p>The student activities are aligned to the standard 9-10.W.1.a because students are introducing and developing counterclaims.</p>
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	<p>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.</p>	<p>Following the sequence of lessons, students take a evidence-based writing assessment by writing a final evidence-based paper. The final paper will be assessed using the Evidence-Based Writing Rubric. A score of 15-16 indicates Highly Proficient, 13-14 Proficient, 11-12 Partially Proficient, and anything below 11 will be Minimally Proficient.</p>
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### Evidence-Based Claims Criteria Checklist (for use during instruction/modeling)

EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST		✓	COMMENTS
<b>I. CONTENT AND ANALYSIS</b> <i>An EBC is a clearly stated inference that arises from reading texts closely.</i>	<b>Clarity of the Claim:</b> States a conclusion that you have come to after reading and that you want others to think about.	<input type="checkbox"/>	
	<b>Conformity to the Text:</b> Is based upon and linked to the ideas and details you have read.	<input type="checkbox"/>	
	<b>Understanding of the Topic:</b> Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.	<input type="checkbox"/>	
<b>II. COMMAND OF EVIDENCE</b> <i>An EBC is supported by specific textual evidence and developed through valid reasoning.</i>	<b>Reasoning :</b> All parts of the claim are supported by specific evidence you can point to in the text(s).	<input type="checkbox"/>	
	<b>Use and Integration of Evidence:</b> Uses direct quotations and examples from the text(s) to explain and prove its conclusion.	<input type="checkbox"/>	
	<b>Thoroughness and Objectivity:</b> Is explained thoroughly and distinguishes your claim from other possible positions.	<input type="checkbox"/>	
<b>III. COHERENCE AND ORGANIZATION</b> <i>An EBC and its support are coherently organized into a unified explanation.</i>	<b>Relationship to Context:</b> States where your claim is coming from and why you think it is important.	<input type="checkbox"/>	
	<b>Relationships among Parts:</b> Groups and presents supporting evidence in a clear way that helps others understand your claim.	<input type="checkbox"/>	
	<b>Relationship to Other Claims:</b> Can be linked with other claims to make an argument.	<input type="checkbox"/>	
<b>IV. CONTROL OF LANGUAGE AND CONVENTIONS</b> <i>An EBC is communicated clearly and precisely, with responsible use/ citation of supporting evidence.</i>	<b>Clarity of Communication:</b> Is clearly and precisely stated, so that others understand your thinking.	<input type="checkbox"/>	
	<b>Responsible Use of Evidence:</b> Quotes from the text accurately.	<input type="checkbox"/>	

**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**

All items will be assessed by the Evidence-Based Writing Rubric

15-16pts Highly Proficient

13-14 pts Proficient

11-12 Partially Proficient

Below 11 Minimally Proficient

**Item #1** In an effort to save money, your local school board is considering eliminating elective subjects such as art, band, and auto mechanics. What is your position on this issue? Write an evidence-based essay stating your position on this issue and supporting it with convincing reasons.

**Item #2** In some countries every young person must serve two years of military service. Should we have a similar policy in the United States? Write an evidence-based essay stating your position on this issue and supporting it with convincing reasons.

**Item #3** Your city council is considering a proposal that would ban the use of cell phones in privately owned businesses such as restaurants, movie theaters, and retail stores. Violators would be subject to a fine. What is your position on this issue? Write an evidence-based essay stating your position on this issue and supporting it with convincing reasons.

## Evidence-Based Writing Rubric

	4 <b>Highly Proficient</b>	3 <b>Proficient</b>	2 <b>Partially Proficient</b>	1 <b>Minimally Proficient</b>
CONTENT AND ANALYSIS	<ul style="list-style-type: none"> <li>Contains a clear, compelling claim.</li> <li>Claim demonstrates insightful comprehension and valid precise inferences.</li> <li>Overall analysis follows logically from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Contains a clear claim.</li> <li>Claim demonstrates sufficient comprehension and valid basic inferences.</li> <li>Overall analysis follows logically from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Contains a claim, but it is not fully articulated.</li> <li>Claim demonstrates basic literal comprehension and significant misinterpretation.</li> <li>Major points of textual analysis are missing or irrelevant to accomplish purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Contains a minimal claim that is not beyond correct literal repetition.</li> <li>Minimal inferential analysis serving no clear purpose.</li> </ul>
COMMAND OF EVIDENCE	<ul style="list-style-type: none"> <li>Central claim is well-supported by textual evidence.</li> <li>Use of relevant evidence is sustained throughout the entire analysis.</li> <li>The core reasoning follows from evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Central claim is well-supported by textual evidence.</li> <li>Use of relevant evidence is generally sustained with some gaps.</li> <li>The core reasoning follows from evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Central claim is only partially supported by textual evidence.</li> <li>Analysis is occasionally supported with significant gaps or misinterpretation.</li> <li>The core reasoning is tangential or invalid with respect to the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.</li> </ul>
COHERENCE AND ORGANIZATION	<ul style="list-style-type: none"> <li>The organization strengthens the exposition. The introduction establishes context ; the organizational strategies are appropriate for the content and purpose.</li> <li>There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting.</li> </ul>	<ul style="list-style-type: none"> <li>The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose.</li> <li>The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition.</li> <li>Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.</li> </ul>	<ul style="list-style-type: none"> <li>There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear.</li> <li>Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.</li> </ul>
CONTROL OF LANGUAGE AND GRAMMAR	<ul style="list-style-type: none"> <li>Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas.</li> <li>Successful and consistent stylistic choices have been made that serve the writing purpose.</li> <li>Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity.</li> <li>There is some evidence of stylistic choices that serve the purpose of the essay.</li> <li>Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas.</li> <li>There are few or no attempts to develop an appropriate style.</li> <li>Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas.</li> <li>Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.</li> </ul>

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

<b>Grade Level</b>	11 <sup>th</sup>	<b>Content Area</b>	Mathematics
<b>Course Title</b> (grades 9–12 Only)	Algebra II		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction fostering Arizona’s Mathematics Standards, adopted in December 2016. The lessons are aligned to the EngageNY Curriculum which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons models Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching and Socratic questioning. The lessons provide opportunities for direct learning through didactic learning, questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing and dialogue through the Socratic method. Furthermore, the instructional methodology includes opportunities to build and exercise the use of logic and critical reasoning.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>A2.A-SSE.A</b> Interpret the structure of expressions.</p> <p><b>(M) A2.A-SSE.A.2</b> Use structure to identify ways to rewrite polynomial and rational expressions. Focus on polynomial operations and factoring patterns.</p> <p><b>A2.MP.7</b> Look for and make use of structure.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Student Workbook Module 1, Topic B, Lesson 13		



Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.												
1	<p><b>Objective:</b> Students use the structure of polynomials to identify factors.</p> <p><b>Activating Prior Knowledge:</b> Students should begin to factor polynomial expressions by first analyzing their structure, a skill that is developed throughout the lesson. Suggest that students work on their own and then compare answers with a neighbor; allow students extra time if necessary. (A2.MP.7)</p> <div><p>Opening Exercise</p><p>Factor each of the following expressions. What similarities do you notice between the examples in the left column and those on the right?</p><table><tr><td>a. <math>x^2 - 1</math></td><td>b. <math>9x^2 - 1</math></td></tr><tr><td><math>(x - 1)(x + 1)</math></td><td><math>(3x - 1)(3x + 1)</math></td></tr><tr><td>c. <math>x^2 + 8x + 15</math></td><td>d. <math>4x^2 + 16x + 15</math></td></tr><tr><td><math>(x + 5)(x + 3)</math></td><td><math>(2x + 5)(2x + 3)</math></td></tr><tr><td>e. <math>x^2 - y^2</math></td><td>f. <math>x^4 - y^4</math></td></tr><tr><td><math>(x - y)(x + y)</math></td><td><math>(x^2 - y^2)(x^2 + y^2)</math></td></tr></table></div> <p>Students should notice that the structure of each of the factored polynomials is the same; for example, the factored forms of part (a) and part (b) are nearly the same, except that part (b) contains <math>3x</math> in place of the <math>x</math> in part (a). In parts (c) and (d), the factored form of part (d) contains <math>2x</math>, where there is only an <math>x</math> in part (c). The factored form of part (f) is nearly the same as the factored form of part (e), with <math>x^2</math> replacing <math>x</math> and <math>y^2</math> replacing <math>y</math>.</p> <p>The difference of two squares formula,</p> $a^2 - b^2 = (a + b)(a - b),$ <p>can be used to factor an expression even when the two squares are not obvious. Consider the following examples.</p> <p><b>Example 1</b> Write <math>9 - 16x^4</math> as the product of two factors. <math>9 - 16x^4 = (3)^2 - (4x^2)^2 = (3 - 4x^2)(3 + 4x^2)</math></p> <p><b>Example 2</b> Factor <math>4x^2y^4 - 25x^4z^6</math>.</p>	a. $x^2 - 1$	b. $9x^2 - 1$	$(x - 1)(x + 1)$	$(3x - 1)(3x + 1)$	c. $x^2 + 8x + 15$	d. $4x^2 + 16x + 15$	$(x + 5)(x + 3)$	$(2x + 5)(2x + 3)$	e. $x^2 - y^2$	f. $x^4 - y^4$	$(x - y)(x + y)$	$(x^2 - y^2)(x^2 + y^2)$	<ul style="list-style-type: none"><li>- Engage in anticipatory set and discuss prior knowledge</li><li>- Work in groups to factor polynomial equations in one variable and participate in a class discussion by using vocabulary and terms relevant to the lesson</li><li>- Work out exit ticket problems with the goal of self-assessing their own process in factoring polynomial equations in one variable</li></ul> <p>Activities are aligned to the standard A2.A-SSE.A.2 because students are polynomial expressions and factoring patterns.</p>
a. $x^2 - 1$	b. $9x^2 - 1$													
$(x - 1)(x + 1)$	$(3x - 1)(3x + 1)$													
c. $x^2 + 8x + 15$	d. $4x^2 + 16x + 15$													
$(x + 5)(x + 3)$	$(2x + 5)(2x + 3)$													
e. $x^2 - y^2$	f. $x^4 - y^4$													
$(x - y)(x + y)$	$(x^2 - y^2)(x^2 + y^2)$													

	$  \begin{aligned}  4x^2y^4 - 25x^4z^6 &= (2xy^2)^2 - (5x^2z^3)^2 \\  &= (2xy^2 + 5x^2z^3)(2xy^2 - 5x^2z^3) \\  &= [x(2y^2 + 5xz^3)][x(2y^2 - 5xz^3)] \\  &= x^2(2y^2 + 5xz^3)(2y^2 - 5xz^3)  \end{aligned}  $ <p>Have students discuss with each other the structure of each polynomial expression in the previous two examples and how it helps to factor the expressions.</p> <p><b>Example 3</b>  Consider the quadratic polynomial expression <math>9x^2 + 12x - 5</math>. We can factor this expression by considering <math>3x</math> as a single quantity as follows:  <math display="block">9x^2 + 12x - 5 = (3x)^2 + 4(3x) - 5.</math> Ask students to suggest the next step in factoring this expression.  Now, if we rename <math>u = 3x</math>, we have a quadratic expression of the form <math>u^2 + 4u - 5</math>, which we can factor  <math display="block">u^2 + 4u - 5 = (u - 1)(u + 5).</math> Replacing <math>u</math> by <math>3x</math>, we have the following form of our original expression:  <math display="block">9x^2 + 12x - 5 = (3x - 1)(3x + 5).</math></p>	
2	<p><b>Objective:</b> Students use the structure of polynomials to identify factors.  <b>Activating Prior Knowledge</b> (A2.MP.7)</p> <p>Allow students to work in pairs or small groups on the following exercises.</p> <div data-bbox="294 873 1003 1133" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Exercise 1</b></p> <p>1. Factor the following expressions:</p> <p>a. <math>4x^2 + 4x - 63</math></p> <math display="block">  \begin{aligned}  4x^2 + 4x - 63 &amp;= (2x)^2 + 2(2x) - 63 \\  &amp;= (2x + 9)(2x - 7)  \end{aligned}  </math> <p>b. <math>12y^2 - 24y - 15</math></p> <math display="block">  \begin{aligned}  12y^2 - 24y - 15 &amp;= 3(4y^2 - 8y - 5) \\  &amp;= 3((2y)^2 - 4(2y) - 5) \\  &amp;= 3(2y + 1)(2y - 5)  \end{aligned}  </math> </div> <p><b>Direct Instruction/Intellectual Coaching:</b> Use the example of factoring <math>x^3 - 8</math> to scaffold the discussion of factoring <math>x^3 - 8</math>. Students should be pretty familiar by now with factors of <math>x^3 - 8</math>. Let them try the problem on their own to check their understanding.</p> <p><input type="checkbox"/> Suppose we want to factor <math>x^3 - 8</math>.</p> <p><input type="checkbox"/> Do you see anything interesting about this expression? (A2.MP.7)</p> <p>If they do not notice it, guide them toward both terms being perfect cubes.</p> <p><input type="checkbox"/> We can rewrite <math>x^3 - 8</math> as <math>x^3 - 23</math>.</p>	<ul style="list-style-type: none"> <li>- Engage in anticipatory set and discuss prior knowledge</li> <li>- Work in groups to factor polynomial equations in one variable and participate in a class discussion by using vocabulary and terms relevant to the lesson</li> <li>- Work out exit ticket problems with the goal of self-assessing their own process in factoring polynomial equations in one variable</li> </ul> <p>Activities are aligned to the standard A2.A-SSE.A.2 because students are polynomial expressions and factoring patterns.</p>

	<p> <input type="checkbox"/> Guess a factor.  <input type="checkbox"/> Anticipate that they will suggest <math>x-2</math> and <math>x+2</math> as possible factors, or guide them to these suggestions. </p> <p><b>Guided Instruction on Rewriting Rational Expressions:</b></p> <p>1) <math>\frac{4x+8}{4}</math></p> <p>2) <math>\frac{x^4-4}{x^2+4x+4}</math></p> <p><b>Small Group Work:</b> Group students to work together on Exercise 2-4. Have students put problems up on whiteboards for class to discuss.</p> <div data-bbox="235 537 1075 815"> <p>Exercises 2-4</p> <p>Factor each of the following, and show that the factored form is equivalent to the original expression.</p> <p>2. <math>a^3 + 27</math>  <math>(a + 3)(a^2 - 3a + 9)</math></p> <p>3. <math>x^3 - 64</math>  <math>(x - 4)(x^2 + 4x + 16)</math></p> <p>4. <math>2x^3 + 128</math>  <math>2(x^3 + 64) = 2(x + 4)(x^2 - 4x + 16)</math></p> <div data-bbox="825 631 1075 761"> <p><b>Scaffolding:</b>  Ask advanced students to generate their own factoring problems using the structure of <math>a^3 + b^3</math> or <math>a^3 - b^3</math>.</p> </div> </div> <p><b>Closing</b></p> <p>Ask students to summarize the important parts of the lesson in writing, to a partner, or as a class. Use this as an opportunity to informally assess understanding of the lesson. The following are some important summary elements.</p> <p><b>Exit ticket as student self-assessment:</b> Students take their exit ticket independently. Teachers write solutions to exit ticket problems on board and have students assess their own work and conclusions.</p> <ol style="list-style-type: none"> <li>Factor the following expression, and verify that the factored expression is equivalent to the original: <math>4x^2</math></li> <li>Factor the following expression, and verify that the factored expression is equivalent to the original: <math>16x^2 - 8x - 3</math></li> </ol>	
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the</i></p>	<p>Following the sequence of lessons, students take a summative assessment on <b>A2.A-SSE.A.2</b>. The summative assessment includes problems of the same type listed below. An acceptable score for</p>

	<i>Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	mastery is 18/20 points for each question on the summative assessment.
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### Summative Assessment Items and Scoring:

**Item #1.** If possible, factor the following expressions using the techniques discussed in this lesson. (12 points total)

a.  $25x^2 - 25x - 14$

g.  $9x^2 - 25y^4z^6$

b.  $9x^2y^2 - 18xy + 8$

h.  $36x^6y^4z^2 - 25x^2z^{10}$

c.  $45y^2 + 15y - 10$

i.  $4x^2 + 9$

d.  $y^6 - y^3 - 6$

j.  $x^4 - 36$

e.  $x^3 - 125$

k.  $1 + 27x^9$

f.  $2x^4 - 16x$

l.  $x^3y^6 + 8z^3$

**Item #2.** Consider the polynomial expression  $y^4 + 4y^2 + 16$ . (5 points possible)

a. Is  $y^4 + 4y^2 + 16$  factorable using the methods we have seen so far?

b. Factor  $y^6 - 64$  first as a difference of cubes, and then factor completely:  $(y^2)^3 - 4^3$ .

c. Factor  $y^6 - 64$  first as a difference of squares, and then factor completely:  $(y^3)^2 - 8^2$ .

d. Explain how your answers to parts (b) and (c) provide a factorization of  $y^4 + 4y^2 + 16$ .

e. If a polynomial can be factored as either a difference of squares or a difference of cubes, which formula should you apply first, and why?

**Item #3.** Create expressions that have a structure that allows them to be factored using the specified identity. Be creative, and produce challenging problems! (3 points possible)

- a. Difference of squares
- b. Difference of cubes
- c. Sum of cubes

**Summative Assessment Answer Key**

1. If possible, factor the following expressions using the techniques discussed in this lesson.

a.  $25x^2 - 25x - 14$   
 $(5x - 7)(5x + 2)$

b.  $9x^2y^2 - 18xy + 8$   
 $(3xy - 4)(3xy - 2)$

c.  $45y^2 + 15y - 10$   
 $5(3y + 2)(3y - 1)$

d.  $y^6 - y^3 - 6$   
 $(y^3 - 3)(y^3 + 2)$

e.  $x^3 - 125$   
 $(x - 5)(x^2 + 5x + 25)$

f.  $2x^4 - 16x$   
 $2x(x - 2)(x^2 + 2x + 4)$

g.  $9x^2 - 25y^4z^6$   
 $(3x - 5y^2z^3)(3x + 5y^2z^3)$

h.  $36x^6y^4z^2 - 25x^2z^{10}$   
 $x^2z^2(6x^2y^2 - 5z^4)(6x^2y^2 + 5z^4)$

i.  $4x^2 + 9$   
*Cannot be factored.*

j.  $x^4 - 36$   
 $(x - \sqrt{6})(x + \sqrt{6})(x^2 + 6)$

k.  $1 + 27x^9$   
 $(1 + 3x^3)(1 - 3x^3 + 9x^6)$

l.  $x^3y^6 + 8z^3$   
 $(xy^2 + 2z)(x^2y^4 - 2xy^2z + 4z^2)$

2. Consider the polynomial expression  $y^4 + 4y^2 + 16$ .

a. Is  $y^4 + 4y^2 + 16$  factorable using the methods we have seen so far?

*No. This will not factor into the form  $(y^2 + a)(y^2 + b)$  using any of our previous methods.*

b. Factor  $y^6 - 64$  first as a difference of cubes, and then factor completely:  $(y^2)^3 - 4^3$ .

$$\begin{aligned} y^6 - 64 &= (y^2 - 4)(y^4 + 4y^2 + 16) \\ &= (y - 2)(y + 2)(y^4 + 4y^2 + 16) \end{aligned}$$

c. Factor  $y^6 - 64$  first as a difference of squares, and then factor completely:  $(y^3)^2 - 8^2$ .

$$\begin{aligned} y^6 - 64 &= (y^3 - 8)(y^3 + 8) \\ &= (y - 2)(y^2 + 2y + 4)(y + 2)(y^2 - 2y + 4) \\ &= (y - 2)(y + 2)(y^2 - 2y + 4)(y^2 + 2y + 4) \end{aligned}$$

d. Explain how your answers to parts (b) and (c) provide a factorization of  $y^4 + 4y^2 + 16$ .

*Since  $y^6 - 64$  can be factored two different ways, those factorizations are equal. Thus we have*

$$(y - 2)(y + 2)(y^4 + 4y^2 + 16) = (y - 2)(y + 2)(y^2 - 2y + 4)(y^2 + 2y + 4).$$

*If we specify that  $y \neq 2$  and  $y \neq -2$ , we can cancel the common terms from both sides:*

$$(y^4 + 4y^2 + 16) = (y^2 - 2y + 4)(y^2 + 2y + 4).$$

*Multiplying this out, we see that*

$$\begin{aligned} (y^2 - 2y + 4)(y^2 + 2y + 4) &= y^4 + 2y^3 + 4y^2 - 2y^3 - 4y^2 - 8y + 4y^2 + 8y + 16 \\ &= y^4 + 4y^2 + 16 \end{aligned}$$

*for every value of  $y$ .*

e. If a polynomial can be factored as either a difference of squares or a difference of cubes, which formula should you apply first, and why?

*Based on this example, a polynomial should first be factored as a difference of squares and then as a difference of cubes. This will produce factors of lower degree.*

3. Create expressions that have a structure that allows them to be factored using the specified identity. Be creative, and produce challenging problems!

a. Difference of squares

$$x^{14}y^4 - 225z^{10}$$

b. Difference of cubes

$$27x^3y^6 - 1$$

c. Sum of cubes

$$x^6z^3 + 64y^{12}$$

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

<b>Grade Level</b>	<b>11<sup>th</sup></b>	<b>Content Area</b>	<b>ELA (Reading)</b>
<b>Course Title</b> (grades 9–12 Only)	English 11		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction fostering Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons models Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and Socratic questioning. The lessons provide opportunities for direct teaching through didactic instruction, questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialogue through the Socratic method.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>Reading (M) 11-12.RI.6</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>11-12.RI.8 Determine and evaluate the rhetorical effectiveness of the author’s reasoning, premises, purpose, and argument in seminal U.S. and world texts.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Copies of the Rhetorical Tracking Tool for each student</p> <p>Student copies of the Short Response Rubric</p> <p>Copies of “Of Our Spiritual Strivings”, a chapter from W.E.B. Du Bois’ compilation of essays, <i>The Souls of Black Folk</i>, for each student (with paragraphs numbered 1-14)</p> <p>Copies of the 11.2.1 End-of-Unit Text Analysis Rubric</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will annotate and discuss Du Bois’s use of engaging language.</li> <li>• <b>Write-Pair-Share:</b> If Shakespeare used engaging and beautiful language to create new meaning or descriptions of the world, what is the impact of beautiful or engaging language in making an argument? (11-12.RI.6)</li> <li>• <b>Direct Instruction of Academic Vocabulary and Language:</b> Define and use vocabulary in context. (11-12.RI.6): Rhetoric, Rhetorical question, Irony, Sentence structure, listing, Imagery, Alliteration, Parallel structure</li> <li>• <b>Masterful Reading:</b> Provide a masterful reading of chapter 1 “Of Our Spiritual Strivings” in its entirety. Stop twice (after paragraph 4 and 9) to have students annotate where Du Bois used engaging and beautiful language to create new meaning or descriptions. (11-12.RI.6)</li> <li>• <b>Discussion:</b> Class discussion of students’ annotations of Du Bois engaging language. (11-12.RI.6)</li> <li>• <b>Written Response:</b> How does Du Bois’s style and content contribute to the power, persuasiveness or beauty of the text? Use facts, concrete evidence, an extended definition or a quotation in your response. (11-12.RI.6).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write-Pair-Share:</b> Students will write a response to the question and then discuss their answer with a partner: If Shakespeare used engaging and beautiful language to create new meaning or descriptions of the world, what is the use of beautiful or engaging language in making an argument? (11-12.RI.6)</li> <li>• <b>Academic Vocabulary and Language:</b> Engage with vocabulary definitions and in context: rhetoric, rhetorical question, irony, sentence structure, imagery, alliteration, parallel structure (11-12.RI.6)</li> <li>• <b>Masterful Reading:</b> Students will follow along and pause twice during the chapter (after paragraphs 4 and 9) to annotate with reference to vocabulary where Du Bois used engaging and beautiful language to create new meaning or descriptions. (11-12.RI.6)</li> <li>• <b>Discussion:</b> Students will discuss as a class their annotations on Du Bois’ engaging language. (11-12.RI.6)</li> <li>• <b>Written Response:</b> Students will answer the question in a written response How does an author’s style and content contribute to the power, persuasiveness, or beauty of the text? (11-12.RI.6), The student activities are aligned to standard 11-12.RI.6 because students are annotating the author’s style, purpose, and beauty of the text.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will read and analyze paragraph 5 of “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> and record their analysis of Du Bois’s use of rhetoric and the impact it has on the text.</li> <li>• <b>Activating Prior Knowledge:</b> discussion and questioning of previous learning about author’s purpose, point of view, and rhetoric (11-12.RI.6)</li> <li>• <b>Direct Instruction of Academic Vocabulary and Language:</b> <i>rhetoric, purpose, point of view, parallel structure, allusion, imagery</i> (11-12.RI.6)</li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>gauged, isolation, latent, genius</i>. Word Work could include context analysis, questioning, discussion of word use, and application to the standard of author purpose, point of view, and use of rhetoric.</li> <li>• <b>Close Read:</b> In this instructional strategy, the teacher will model and guide students in a close reading of the text “Of Our Spiritual Strivings”- paragraph 5.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connecting to Prior Knowledge:</b> students will discuss and ask questions in reference to previous learning about author’s purpose, point of view, and rhetoric. (11-12.RI.6)</li> <li>• <b>Take Notes on Academic Vocabulary:</b> Students will take notes based on the teacher’s direct instruction of academic vocabulary and language related to the standard: <i>rhetoric, purpose, point of view, parallel structure, allusion, imagery</i> (11-12.RI.6)</li> <li>• <b>Word Work:</b> As words are introduced throughout the lesson in the context of reading, students will analyze words in terms of application to author purpose, point of view, and author’s use of rhetoric: <i>gauged, isolation, latent, genius</i> (11-12.RI.6)</li> <li>• <b>Close Read using Rhetorical Impact Tracking Tool:</b> Students will close read a paragraph and record and analyze an author’s use of rhetoric and its impact on the texts meaning. (11-12.RI.6)</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Rhetorical Impact Tracking Tool:</b> In this instructional strategy the teacher will model and instruct students to add to their Rhetorical Impact Tracking Tool with examples from the text as they read, answer questions, and discuss the author’s purposes and point of view. (11-12.RI.6)</li> <li>• <b>Socratic Questioning/Intellectual Coaching:</b> This instructional strategy provides rigorous questions aligned to the text and standard. The following questions included throughout the lesson advance students’ thinking around the author’s purpose, point of view, and use of rhetoric: (11-12.RI.6) <ul style="list-style-type: none"> <li>• How does Du Bois describe the past of African Americans? (style and content as a contributing factor to author point of view)</li> <li>• How does Du Bois explain the end of African Americans’ striving? What key words or phrases develop this explanation? (style and content as a contributing factor to author point of view)</li> <li>• What is the effect of Du Bois’s use of parallel structure in the first sentence of paragraph 5? (parallel structure as a form of rhetoric to further the author’s purpose)</li> <li>• How do Du Bois’s references to “Ethiopia the Shadowy” and “Egypt the Sphinx” advance his point of view? (make connection to the rhetorical device called allusion)</li> <li>• How does the imagery Du Bois uses further develop his point of view? (use of rhetorical tool- imagery- in developing point of view)</li> <li>• What words could replace gauged in this context? (make connection to the use of imagery as a rhetorical device to advance the author’s point of view and purpose)</li> </ul> </li> <li>• <b>Discussion:</b> This instructional strategy provides students with the opportunity to discuss the questions in partners, small groups, and in a whole group setting.</li> <li>• <b>Ask questions</b> about the writing sample: <ul style="list-style-type: none"> <li>○ Which quotations from the writing sample are “relevant” to the topic?</li> </ul> </li> <li>• <b>Quick Write:</b> Use a Quick Write as a formative assessment, instructing students to respond in writing to a prompt based on the standard of review: (11-12.RI.6); <ul style="list-style-type: none"> <li>○ How does Du Bois use rhetoric in this passage to advance his point of view? Use facts, concrete evidence, an extended definition or a quotation in your response Provide the Short Response Rubric to help guide students’ responses.</li> </ul> </li> <li>• <b>Student Self-Assessment:</b> In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Answer questions and discuss using evidence from the text:</b> Students will answer rigorous questions aligned to the text and standard (questions designed through the lens of author purpose and point of view, and evaluating effectiveness of author use of rhetoric) They will respond individually, in partners, small groups, and whole class through writing and responding, turning and talking, and engaging in Socratic whole-class discussion. (11-12.RI.6) <ul style="list-style-type: none"> <li>• How does Du Bois describe the past of African Americans? (style and content as a contributing factor to author point of view)</li> <li>• How does Du Bois explain the end of African Americans’ striving? What key words or phrases develop this explanation? (style and content as a contributing factor to author point of view)</li> <li>• What is the effect of Du Bois’s use of parallel structure in the first sentence of paragraph 5? (parallel structure as a form of rhetoric to further the author’s purpose)</li> <li>• How do Du Bois’s references to “Ethiopia the Shadowy” and “Egypt the Sphinx” advance his point of view? (make connection to the rhetorical device called allusion)</li> <li>• How does the imagery Du Bois uses further develop his point of view? (use of rhetorical tool- imagery- in developing point of view)</li> <li>• What words could replace gauged in this context?</li> <li>• (make connection to the use of imagery as a rhetorical device to advance the author’s point of view and purpose)</li> </ul> </li> <li>• <b>Quick Write:</b> Students will independently answer a prompt using evidence from the text, including the annotations from their Rhetorical Impact Tracking Tool and vocabulary. (11-12.RI.6); <b>How does Du Bois use rhetoric in this passage to advance his point of view?</b></li> <li>• <b>Student Self-Assessment:</b> Students will complete a self-assessment of their Quick Write using the Short Response Rubric. The student activities are aligned to standard 11-12.RI.6 because students are annotating the author’s point of view, purpose, and rhetoric.</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will read and analyze paragraph 5 of “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> and record their analysis of Du Bois’s use of rhetoric and the impact it has on the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connecting to Prior Knowledge:</b> students will discuss and ask questions in reference to previous learning about author’s purpose, point of view, and rhetoric. (11-12.RI.6)</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge:</b> discussion and questioning of previous lesson and learning on author purpose, point of view, and rhetoric (11-12.RI.6)</li> <li>• <b>Direct Instruction of Vocabulary from text:</b> <i>villainies, exhortation, refrain, plaintive, cadences, swarthy, spectre, accustomed, in vain, unbounded</i> (11-12.RI.6)</li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>implored</i>. Word Work could include context analysis, questioning, discussion of word use, and application to the standard of author purpose, point of view, and use of rhetoric. (11-12.RI.6)</li> <li>• <b>Close Read:</b> In this instructional strategy, the teacher will model and guide students in a close reading of the text “Of Our Spiritual Strivings”- paragraphs 6-7.</li> <li>• <b>Rhetorical Impact Tracking Tool:</b> In this instructional strategy the teacher will instruct students to add to their Rhetorical Impact Tracking Tool with examples from the text as they read, answer questions, and discuss the author’s purposes and point of view. (11-12.RI.6)</li> <li>• <b>Socratic Questioning:</b> This instructional strategy provides rigorous questions aligned to the text and standard. The following questions included throughout the lesson advance students’ thinking around the author’s purpose, point of view, and use of rhetoric: (11-12.RI.6) <ul style="list-style-type: none"> <li>○ How does Du Bois explain what “Freedom” (par 6) meant to African Americans? What is the impact of this explanation?</li> <li>○ How does Du Bois use allusion and imagery in paragraph 6 to further develop his point of view about “Freedom”?</li> <li>○ What is the impact of Du Bois’s use of parallel structure to describe slavery?</li> <li>○ What effect does Du Bois create through his use of syntax and punctuation in this section?</li> <li>○ What is the impact of the phrase “and yet” in this sentence?</li> <li>○ What is the rhetorical impact of combining two words in paragraph 6 “swarthy spectre”?</li> <li>○ What is the impact of Du Bois’s use of rhetoric in the phrase “The Nation has not yet found peace from its sins” (par. 7)</li> <li>○ Why is the “disappointment all the more bitter” (par. 7)? How does this explanation advance Du Bois’s point of view?</li> </ul> </li> <li>• <b>Discussion:</b> This instructional strategy provides students with the opportunity to discuss the questions in partners, small groups, and in a whole group setting</li> <li>• <b>Ask questions</b> about the writing sample: <ul style="list-style-type: none"> <li>○ What are “concrete details” (W.11-12.2.b) and how do they help to develop a topic?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take Notes on vocabulary from text:</b> Students will take notes based on the teacher’s direct instruction of vocabulary from the text: <i>villainies, exhortation, refrain, plaintive, cadences, swarthy, spectre, accustomed, in vain, unbounded</i> (11-12.RI.6)</li> <li>• <b>Word Work:</b> As words are introduced throughout the lesson in the context of reading, students will analyze words in terms of application to author purpose, point of view, and author’s use of rhetoric: <i>implored</i> (11-12.RI.6)</li> <li>• <b>Close Read using Rhetorical Impact Tracking Tool:</b> Students will close read paragraphs 6-7 and record and analyze an author’s use of rhetoric and its impact on the texts meaning. (11-12.RI.6)</li> <li>• <b>Answer questions and discuss using evidence from the text:</b> Students will answer rigorous questions aligned to the text and standard (questions designed through the lens of author purpose and point of view, and evaluating effectiveness of author use of rhetoric) They will respond individually, in partners, small groups, and whole class through writing and responding, turning and talking, and engaging in Socratic whole-class discussion. (11-12.RI.6) <ul style="list-style-type: none"> <li>• What is the impact of beginning paragraph 6 with “Away back in the days of bondage”?</li> <li>• How does Du Bois explain what “Freedom” (par 6) meant to African Americans? What is the impact of this explanation?</li> <li>• How does Du Bois use allusion and imagery in paragraph 6 to further develop his point of view about “Freedom”?</li> <li>• What could <i>implored</i> mean in this context? (use of religions allusions to appeals to ethos and pathos. Track these rhetorical examples on the Rhetorical Impact Tracking Tool)</li> <li>• What is the impact of Du Bois’s use of parallel structure to describe slavery?</li> <li>• What effect does Du Bois create through his use of syntax and punctuation in this section?</li> <li>• Whose “national life” (par 6) does Du Bois refer to in the first sentence of this excerpt?</li> <li>• What is the impact of the phrase “and yet” in this sentence?</li> <li>• What is the rhetorical impact of combining two words in paragraph 6 “swarthy spectre”?</li> <li>• What is the impact of Du Bois’s use of rhetoric in the phrase “The Nation has not yet found peace from its sins” (par. 7)</li> <li>• Why is the “disappointment all the more bitter” (par. 7)? How does this explanation advance Du Bois’s point of view?</li> </ul> </li> <li>• <b>Quick Write:</b> Students will independently answer a prompt using evidence from the text, including the annotations from their Rhetorical Impact Tracking Tool and vocabulary (11-12.RI.6);</li> </ul>
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	<ul style="list-style-type: none"> <li>○ What are some examples of concrete details that Du Bois uses to develop topics in “Of Our Spiritual Strivings”?</li> <li>○ Why is it important to consider what evidence is “appropriate to the audience’s knowledge of the topic”?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Quick Write:</b> Use a Quick Write as a formative assessment, instructing students to respond in writing to a prompt based on the standard of review: (11-12.RI.6); <b>How does Du Bois use rhetoric in this passage to advance his point of view? Use facts, concrete evidence, an extended definition or a quotation in your response</b> Provide the Short Response Rubric to help guide students’ response</li> <li>• <b>Student Self-Assessment:</b> In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul>	<p><b>How does Du Bois use rhetoric in this passage to advance his point of view?</b></p> <ul style="list-style-type: none"> <li>• <b>Student Self-Assessment:</b> Students will complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul>
<p><b>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.</b></p>		<p>Following the sequence of lessons, students will write a text analysis answering questions to determine W.E.B. Du Bois’s point of view or purpose and analyzing his use of rhetoric. For each question, 4 pts is Highly Proficient, 3 pts is Proficient, 2 pts is Partially Proficient, and 1 pt is Minimally Proficient.</p>

**Short Response Rubric (for quick check from formative assessment)**

	<b>2-Point Response</b>	<b>1-Point Response</b>	<b>0-Point Response</b>
<b>Inferences/Claims</b>	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text.  Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
<b>Analysis</b>	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
<b>Evidence</b>	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, and/or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
<b>Conventions</b>	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Directions:</b> Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.					
<b>Text:</b>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois				

<p>11-12.RI.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>11-12.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11-12 Reading standards to informational text and nonfiction.</p>	
<p><b>Rhetoric:</b> The specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners.</p> <p><b>Point of View</b> (an author’s opinion, attitude, or judgment):</p> <p><b>Purpose</b> (an author’s reason for writing):</p>	

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical effect (power, persuasiveness, beauty, point of view, purpose)
Parallel structure: using the same pattern of words to show that two or more ideas are equally important	“to be a co-worker in the kingdom of culture, to escape both death and isolation, to husband and use his best powers and his latent genius.” (par. 5)	Du Bois’s use of parallel structure contributes to the power of his text because it emphasizes the idea that African Americans want to achieve equality, and that achieving it will help them escape “death and isolation,” and allow them to use their “best powers” and “latent genius” (par. 5).
Allusion: an indirect reference	“The shadow of a mighty Negro past flits through the tale of Ethiopia the Shadowy and of Egypt the Sphinx.” (par. 5)	These allusions contribute to the power of the text because they remind the reader of the strong and celebrated history of African Americans that has been largely forgotten or ignored.
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind	“the powers of single black men flash here and there like falling stars” (par. 5)	Du Bois’s description of black men as falling stars contributes to the beauty of the text because it compares African-American men to rare and extraordinary celestial elements that occur only briefly before they disappear forever. This emphasizes the tragedy of how the important contributions of “single black men” (par. 5) have been overlooked.

## 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: Text Analysis

#### Text Analysis Assessment Items

Respond to the questions determining W.E.B. Du Bois's point of view or purpose and analyzing his use of rhetoric.

**Item #1** What is W.E.B. Du Bois's overall purpose for writing "Of Our Spiritual Strivings"? Use evidence from the text to support your reflection.

**Item #2** Consider Du Bois's "Of Our Spiritual Strivings". Analyze how the author uses rhetoric to advance his point of view. Use evidence from the text to support your analysis.

**Item #3** How does Du Bois's use of rhetoric contribute to the power or persuasiveness of the text? Use evidence from the text to support your analysis.

Responses will be assessed using the End-of-Unit Text Analysis Rubric.

#### Commentary on the Task:

- Each assessment prompt measures **11-12.RI.6** because it demands that students determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### End-of-Unit Text Analysis Rubric

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<b>Content and Analysis</b> <b>The extent to which the response determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.</b> <b>ELA 11-12.RI.6</b>	Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text. 11-12.RI.6	Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text. 11-12.RI.6	Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text. 11-12.RI.6	Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.
	Highly Proficient 4pts	Proficient 3pts	Partially Proficient 2pts	Minimally Proficient 1 pts

## Curriculum Sample

<b>Grade Level</b>	11 <sup>th</sup>	<b>Content Area</b>	ELA (Writing)
<b>Course Title</b> (grades 9–12 Only)	English 11		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction in the use of Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons aligns to Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and Socratic questioning. The lessons provide opportunities for direct teaching through didactic instruction and questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialog through the Socratic method.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>(M) 11-12.W.3.a and 11-12.W.3.b</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> </ol>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Narrative Writing Rubric and Checklist</p> <p>Student Copies of “On the Rainy River” by Tim O’Brien</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>11-12.3.W.a</b></li> <li>• <b>Objective:</b> Students will brainstorm ideas for narrative writing based on “On the Rainy River” and will draft a new introduction to “On the Rainy River” (11-12.3.W.a)</li> <li>• <b>Analyzing the Standard:</b> Establish a common understanding of the language of the standard. Ask:             <ul style="list-style-type: none"> <li>-How does this standard suggest effectively engaging and orienting the reader?</li> </ul> </li> <li>• <b>Didactic Instruction:</b> Instruct students to take out their copies of “On the Rainy River” by Tim O’Brien. Explain that “On the Rainy River” serves as an exemplar to provide students with examples of each of the elements of 11-12.3.W.a: a problem, situation, or observation and its significance; one or more points of view; a narrator and/or characters; and a smooth progression of experiences and events.</li> <li>• <b>Discussing in Partners:</b> Have students discuss examples of narrative writing. As they review each example, have partners discuss how the example conform to the criteria of the standard.             <ul style="list-style-type: none"> <li>○ <b>Example 1:</b> “This is one story I’ve never told before” (p. 37).</li> <li>○ <b>Example 2:</b> “For more than twenty years I’ve had to live with it, feeling the shame, trying to push it away, and so by this act of remembrance, by putting facts down on paper, I’m hoping to relieve at least some of the pressure on my dreams” (p. 37).</li> </ul> </li> <li>• <b>Lead a brief whole-class discussion of student responses.</b></li> <li>• <b>Small Group Activity:</b> Post or project the following prompt for students: Draft a new introduction to “On the Rainy River” that engages and orients the reader to the problem or situation and its significance. Establish a point</li> </ul>	<p><b>Analyze the Standard:</b> Students will discuss the standard 11-12.3.W.a by answering the question: How does this standard suggest effectively engaging and orienting the reader?</p> <p><b>Partner Work:</b> Students will discuss examples of narrative writing and answer question about how the example conforms to the criteria of the standard.</p> <p><b>Discussion:</b> Participate in whole group discussion about how the narrative examples engage and orient the reader.</p> <p><b>Small Group Work:</b> In small groups students will brainstorm ways to draft a new introduction to “On the Rainy River” that engages and orients the reader to a problem or situation. Students will write notes during their discussion, as their discussion will contribute to the assessment.</p> <p><b>Exit Slip:</b> Students will write 2-3 sentences proposing an idea for a new introduction to “On the Rainy River”.</p> <p>The student activities are aligned to the standard 11-12.3.W.a because students are engaging with narrative introductions, identifying how to engage and orient the reader to a problem or situation.</p>



	<p>of view, a narrator, and/or characters, and create a smooth progression of experiences or events.</p> <ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Instruct student groups to come up with 3–4 different ideas for a narrative writing piece. These ideas should reflect different ways to engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, introducing a narrator and/or characters, and creating a smooth progression of experiences or events. Remind students to write notes during their discussion, as their discussion will contribute to the assessment: an articulation of their plan for the narrative writing piece.</li> <li>• <b>Exit Slip (Formative Assessment):</b> Write two-three sentences proposing an idea for a new introduction to “On the Rainy River”.</li> </ul>	
2	<p><b>11-12.3.W.b</b>  <b>Objective:</b> Students will incorporate narrative techniques into their writing to develop events, experiences, and characters.  <b>Didactic Instruction:</b> Explain to students that in narrative writing, an author uses a variety of narrative techniques to develop the content of their story and create an engaging and nuanced experience for the reader. Remind students of the narrative techniques previously introduced in this lesson: dialogue, pacing, description, reflection, and multiple plot lines. An exemplary work of narrative writing may use these techniques to develop experiences, events, and the characters in a story.</p> <p>Instruct students to take out the first text in this unit, “On the Rainy River” by Tim O’Brien. Explain that “On the Rainy River” serves as an exemplar to illustrate some of the narrative techniques defined in this lesson.</p> <p><b>Partner Work:</b> Post or project each set of questions below for students to discuss. Instruct student pairs to reread pages 50–51 of “On The Rainy River” and answer the following question before sharing out with the class.</p> <ul style="list-style-type: none"> <li>• How does O’Brien use the narrative technique of dialogue in this portion of text to develop experiences, events, or characters?</li> </ul> <p>Lead a brief whole-class discussion of student responses.  Instruct student pairs to reread pages 40–41 of “On The Rainy River”. Explain to students that in this portion of text, O’Brien uses description to provide a clear picture about what it was like for the narrator to work at a hog plant on the “disassembly line” to develop the narrator’s experience of considering whether</p>	<p><b>Partner Work:</b> Students will work in partners to analyze “On the Rainy River”. Read pages 50-51 and answer: How does O’Brien use the narrative technique of dialogue in this portion of text to develop experiences, events, or characters?</p> <p><b>Discuss:</b> Discuss in a whole group the analysis of O’Brien’s narrative technique.</p> <p>Students will read pages 40-41 of text and highlight any descriptive words they find particularly effective, and answer the following questions before sharing out with the class.</p> <ul style="list-style-type: none"> <li>•What are examples of effective use of description in this portion of text?</li> <li>•How does O’Brien’s effective use of description develop the experiences, events, or characters in the narrative?</li> </ul> <p>Small Group Work: Each student group will be assigned a different narrative technique (dialog, pacing, description, and reflection) to identify and analyze. Student groups will discuss the prompt before sharing out with the class:</p> <p><b>Identify examples of your assigned narrative technique in “The Red Convertible.” Analyze how the narrative technique develops experiences, events, and/or characters in the story.</b></p> <p>Brainstorming: Students will brainstorm ideas for retelling The Red Convertible using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines. Brainstorm 2-3 ideas for each technique. Use the graphic organizer to organize ideas.</p>

or not to go to the war (p. 40). Instruct student pairs to review this portion of text and highlight any descriptive words they find particularly effective, and answer the following questions before sharing out with the class. <ul style="list-style-type: none"><li>What are examples of effective use of description in this portion of text?</li><li>How does O’Brien’s effective use of description develop the experiences, events, or characters in the narrative?</li></ul> Lead a brief whole-class discussion of student responses.  <b>Small Group Work:</b> Instruct students to form small groups. Instruct student groups to take out their copies of “The Red Convertible.” Explain to students that in addition to identifying the technique used in the story, it is necessary to analyze how the technique develops experiences, events, and/or characters in the story. Assign each student group a different narrative technique (dialog, pacing, description, and reflection) to identify and analyze. Post or project the prompt below for students to discuss. Instruct student groups to discuss the prompt before sharing out with the class:  <b>Identify examples of your assigned narrative technique in “The Red Convertible.” Analyze how the narrative technique develops experiences, events, and/or characters in the story.</b>  <b>Brainstorming:</b> Have students stay in their groups and brainstorm ideas for retelling The Red Convertible using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines. Brainstorm 2-3 ideas for each technique. Use the graphic organizer to organize ideas. .	<table><tr><td>Dialogue</td><td>Pacing</td><td>Description</td><td>Reflection</td><td>Multiple Plot Lines</td></tr><tr><td>1-2 Ideas:</td><td>1-2 Ideas:</td><td>1-2 Ideas:</td><td>1-2 Ideas:</td><td>1-2 Ideas:</td></tr></table>	Dialogue	Pacing	Description	Reflection	Multiple Plot Lines	1-2 Ideas:	1-2 Ideas:	1-2 Ideas:	1-2 Ideas:	1-2 Ideas:
	Dialogue	Pacing	Description	Reflection	Multiple Plot Lines						
	1-2 Ideas:	1-2 Ideas:	1-2 Ideas:	1-2 Ideas:	1-2 Ideas:						
	<p>The student activities are aligned to the standard 11-12.3.W.b because students are engaging with narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines.</p>										
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.	<p>Following the sequence of lessons, students take a summative assessment by retelling a narrative story using narrative techniques. The final narrative paper will be assessed using the Narrative Writing Rubric. A score of 8 indicates High Proficient, 7 Proficient, 5-6 Partially Proficient, and anything below 5 will be Minimally Proficient.</p>										

**Summative Assessment Items and Scoring:**

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

**Narrative Writing Summative Assessment Items:**

Item #1: Choose a scene from “The Red Convertible” and retell it using one of the following narrative techniques: dialogue, pacing, description, reflection, or multiple plot lines to further develop an experience, event, or character. In crafting your narrative writing, engage and orient the reader, establish point of view, introduce characters, and create a smooth progression of experience or events. Be sure to use narrative techniques in your writing that develop experiences, events, and/or characters.

Item #2: Consider another character’s point of view in either “On the Rainy River” or “The Red Convertible” and retell a key scene from either text through that character’s point of view. In crafting your narrative writing, engage and orient the reader, establish point of view, introduce characters, and create a smooth progression of experience or events. Be sure to use narrative techniques in your writing that develop experiences, events, and/or characters.

Item #3: Choose a scene from “On the Rainy River” and retell it using one of the following narrative techniques: dialogue, pacing, description, reflection, or multiple plot lines to further develop an experience, event, or character. In crafting your narrative writing, engage and orient the reader, establish point of view, introduce characters, and create a smooth progression of experience or events. Be sure to use narrative techniques in your writing that develop experiences, events, and/or characters.

**Commentary on the Assessment:**

This task measures W.11-12.3.a, b because it demands that students:

- Write narratives to develop real or imagined experiences or events using effective techniques.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

### Narrative Writing Rubric

Criteria	Highly Proficient 4	Proficient 3	Partially Proficient 2	Minimally Proficient 1
The extent to which the response engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; and creates a smooth progression of experiences or events.	Skillfully engage and orient the reader by thoroughly and clearly setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; skillfully create a smooth progression of experiences or events. (W.11-12.3.a)	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of e	Somewhat effectively engage or orient the reader by partially setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an unclear progression of experiences or events. (W.11-12.3.a)	Ineffectively engage or orient the reader by insufficiently setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a disorganized collection of experiences or events. (W.11-12.3.a)
The extent to which the response uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Skillfully use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, thoroughly developing experiences, events, and/or characters. (W.11-12.3.b)	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, developing experiences, events, and/or characters. (W.11-12.3.b)	Somewhat effectively use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, partially developing experiences, events, and/or characters. (W.11-12.3.b)	Ineffectively or rarely use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, insufficiently developing experiences, events, and/or characters. (W.11-12.3.b)

Highly Proficient: 8      Proficient 7      Partially Proficient: 5-6      Minimally Proficient: Below 5

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

<b>Grade Level</b>	12 <sup>th</sup>	<b>Content Area</b>	Mathematics
<b>Course Title</b> (grades 9–12 Only)	Pre-Calculus		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction fostering Arizona’s Mathematics Standards, adopted in December 2016. The lessons are aligned to the EngageNY Curriculum which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons models Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching and Socratic questioning. The lessons provide opportunities for direct learning through didactic learning, questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing and dialogue through the Socratic method. Furthermore, the instructional methodology includes opportunities to build and exercise the use of logic and critical reasoning.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>(M) RFR.BF.3:</b> Rewrite a function as a composition of functions.</p> <p><b>PC.MP.2:</b> Reason abstractly and quantitatively.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Student Workbook Module 3: Topic B Lesson 16-Lesson 17		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.  Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.																																																																		
1	<p><b>Objective:</b> Students compose functions and describe the domain and range of the compositions.</p> <p><b>Activating Prior Knowledge:</b> Review Example 1 with students explaining that it is an example of a real-world problem that can be solved by composing functions.</p> <div><table><tr><th></th><th colspan="10">Depth of Free Diver During Descent</th></tr><tr><td><math>s</math> time of descent, in seconds</td><td>0</td><td>20</td><td>40</td><td>60</td><td>80</td><td>100</td><td>120</td><td>140</td><td>160</td><td>180</td></tr><tr><td><math>d</math> depth of diver, in meters</td><td>0</td><td>15</td><td>32</td><td>44</td><td>65</td><td>79</td><td>90</td><td>106</td><td>120</td><td>133</td></tr></table><table><tr><th></th><th colspan="10">Atmospheric Pressure and Ocean Depth</th></tr><tr><td><math>d</math> depth of diver, in meters</td><td>0</td><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td></tr><tr><td><math>p</math> pressure on diver, in atmospheres</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table><div><p><i>Scaffolding:</i></p><ul style="list-style-type: none"><li>Call out times of descent from the first table, and have students call out the corresponding depths.</li><li>Call out depths from the second table, and have students call out the corresponding pressures.</li></ul></div></div> <ul style="list-style-type: none"><li>Engage students in a discussion to review the term function and its characteristics in mathematical contexts.</li><li>Use Example 1 to review necessary conditions for a relationship between sets to be considered a function.</li><li>Review the following points specific to Example 1:<ul style="list-style-type: none"><li>What do you recall about functions between numerical sets?<ul style="list-style-type: none"><li>Answers should address that for each input in the domain, there is exactly one output in the range; there may be restrictions on the domain and/or range.</li></ul></li><li>Do the conditions for functions appear to hold for the table relating a free diver’s descent time and depth? How about for the table relating depth and pressure? Explain.<ul style="list-style-type: none"><li>Yes for both tables. In the first table, each time entered corresponds to exactly one depth. For the second table, each depth corresponds to exactly one pressure.</li></ul></li><li>In the first table, what do the domain and range represent?<ul style="list-style-type: none"><li>Domain is time spent descending, in seconds, and range is depth of descent, in meters.</li></ul></li></ul></li></ul> <p>Continue discussion to explain the process in terms of functions, guiding students to function notation.</p>		Depth of Free Diver During Descent										$s$ time of descent, in seconds	0	20	40	60	80	100	120	140	160	180	$d$ depth of diver, in meters	0	15	32	44	65	79	90	106	120	133		Atmospheric Pressure and Ocean Depth										$d$ depth of diver, in meters	0	10	20	30	40	50	60	70	80	90	$p$ pressure on diver, in atmospheres	1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"><li>Engage in anticipatory set and discuss prior knowledge</li><li>Engage in class discussion about the conditions necessary for a relationship between sets to be considered a function.</li><li>Work in groups to solve to rewrite a function as a composition of functions in Exercises 1 and 2.</li><li>Work out exit ticket problems with the goal of self-assessing their own process in correctly composing functions.</li><li>Student activities are aligned to standard RFR.BF.3 because students are composing functions.</li></ul>
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	<p>How can we explain this process in terms of functions?</p> <ul style="list-style-type: none"> <li>▫ Evaluate <math>f(120)</math> and use this as the input for the function <math>p = g(d)</math>.</li> </ul> <p>And how can the overall process be represented using function notation?</p> <ul style="list-style-type: none"> <li>▫ <math>p = g(f(120))</math></li> </ul> <p><b>Direct Instruction:</b> Direct engage students in a discussion with the goal of formalizing the definition of a function composition.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>If <math>f</math> and <math>g</math> are two functions so that the range of <math>f</math> lies within the domain of <math>g</math>, that is, <math>f: X \rightarrow Y</math> and <math>g: Y \rightarrow Z</math> for sets <math>X, Y</math>, and <math>Z</math>, then the <i>composite function</i> of <math>f</math> and <math>g</math>, denoted by <math>g \circ f</math>, is the combined function <math>f</math> followed by <math>g</math>.</p> </div> <p>What other notation can we use to represent the composition <math>(g \circ f)(x)</math>?</p> <ul style="list-style-type: none"> <li>▫ <math>g(f(x))</math></li> </ul> <p><b>Directly review</b> Example 2 with students by utilizing intellectual coaching and <b>MP.2:</b></p> <p>Example 2</p> <p>Consider these functions:</p> <p><math>f</math>: Animals <math>\rightarrow</math> Counting numbers</p> <p>Assign to each animal the number of legs it has.</p> <p><math>g</math>: People <math>\rightarrow</math> Animals</p> <p>Assign to each person his favorite animal.</p> <p>Determine which composite functions are defined. If defined, describe the action of each composite function.</p> <ol style="list-style-type: none"> <li><math>f \circ g</math>  Assign a person to her favorite animal, then assign the animal to its number of legs: The composite function is defined, and assign each person to the number of legs of her favorite animal </li> <li><math>f \circ f</math>  This composition is not defined. Function <math>f</math> assigns a number to an animal, but it cannot accept the number that it outputs as an input. The range of <math>f</math> is not contained within the domain of <math>f</math>. </li> </ol> <p><b>Small group work:</b> Arrange students in small groups of 2-3 and have them work on Exercises 1 and 2. Provide intellectual coaching to help students practice rewriting functions as a composition of functions.</p> <ul style="list-style-type: none"> <li>- For students who are struggling, provide scaffolding by compositing the functions in different colors.</li> <li>- Make explicit that function composition is not commutative.</li> </ul> <p><b>Exit ticket as student self-assessment:</b> Students take their exit ticket independently. Teachers write solutions to exit ticket problems on board and have students assess their own work and conclusions for any errors.</p>	
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**Objective:** Students write equations that represent functional relationships and use the equations to compose functions.

**Activating Prior Knowledge:** Refer to the opening exercise from Lesson 16, giving students the opportunity to represent the relationships between temperature, depth and time spent descending using equations to address the same issue, that is, the relationship between the atmospheric pressure experienced and the duration of the diver's descent.

Depth of Free Diver During Descent									
$s$ seconds of descent	20	40	60	80	100	120	140	160	180
$d$ depth in meters of diver	14	28	42	56	70	84	98	112	126

Atmospheric Pressure and Ocean Depth									
$d$ depth in meters of diver	10	20	30	40	50	60	70	80	90
$p$ pressure in atmosphere on diver	2	3	4	5	6	7	8	9	10

- **Discussion:** Functions Represented with Equations

How could we use function notation to represent the following relationship? The function  $f$  takes a diver's time, in seconds, spent in descent,  $t$ , and multiplies it by 0.7 to produce the diver's depth in meters.

$$\begin{aligned} f: \mathbb{R} &\rightarrow \mathbb{R} \\ t &\rightarrow 0.7t \end{aligned}$$

And how could we write an equation that represents the relationship between  $t$  and  $f(t)$ ?

$$f(t) = 0.7t$$

**Direct Instruction:** Directly review Example 2 with students, engaging a discussion about solving real-world problems by composing functions.

**Example 2**

According to the Global Wind Energy Council, a wind turbine can generate about 16,400 kWh of power each day. According to the Alternative Fuels Data Center, an average electric car can travel approximately 100 miles on 34 kWh of energy. An environmental nonprofit organization is interested in analyzing how wind power could offset the energy use of electric vehicles.

- Write a function that represents the relationship between the number of wind turbines operating in a wind farm and the amount of energy they generate per day (in kilowatt-hours). Define the input and output.
- Write a function that represents the relationship between the energy expended by an electric car (in kilowatt-hours) and the number of miles driven.

**Exit ticket as student self-assessment:** Students take their exit ticket independently. Teachers write solutions to exit ticket problems on

- Engage in anticipatory set and discuss prior knowledge
- Engage in class discussion about functions represented with equations.
- Work out exit ticket problems with the goal of self-assessing their own process in correctly writing and composing functions accurately.
- Student activities are aligned to standard RFR.BF.3 because students are writing and composing functions.



	board and have students assess their own work and conclusions for any errors.	
<b>S.A.</b>	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	Following the sequence of lessons, students take a summative assessment on <b>RFR.BF.3</b> . The summative assessment includes problems of the same type listed below. An acceptable score for mastery exceeds 90% for each question on the summative assessment.

### 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 Item 1, Answer and Scoring Guide:

Let  $f(x) = x^2$  and  $g(x) = 2x + 3$ . Write an expression that represents each composition:

a.  $(g \circ f)(x)$

$$(g \circ f)(x) = g(x^2) = 2(x^2) + 3 = 2x^2 + 3$$

b.  $f(f(-2))$

$$f(f(-2)) = f(4) = 4^2 = 16$$

#### Scoring Guide:

a) 3 points: 2 points for correct setup of function composition, 1 point for correct solution.

b) 2 points: 1.5 points for correct setup of function composition, ½ point for correct solution.

Acceptable score for mastery: 4.5/5

## Summative Assessment Item 2, Answer and Scoring Guide:

Suppose a flu virus is spreading in a community. The following table shows the number of people,  $n$ , who have the virus  $d$  days after the initial outbreak. The number of people who have the virus is a function of the number of days,  $n = f(d)$ .

$d$ days	0	1	4	8	12	16	20
$n = f(d)$ number of people infected	2	4	14	32	64	50	32

There is only one pharmacy in the community. As the number of people who have the virus increases, the number of boxes of cough drops,  $b$ , sold also increases. The number of boxes of cough drops sold on a given day is a function of the number of people who have the virus,  $b = g(n)$ , on that day.

$n$ number of people infected	0	2	4	9	14	20	28	32	44	48	50	60	64
$b = g(n)$ number of boxes of cough drops sold	1	5	14	16	22	30	42	58	74	86	102	124	136

Find  $g(f(1))$ , and state the meaning of the value in the context of the flu epidemic. Include units in your answer.

*Because  $f(1) = 4$  and  $g(f(1)) = 14$ , on day one, there were four people infected, and there were fourteen boxes of cough drops sold at the pharmacy.*

## Scoring Guide:

- a) 5 points: 2 points for the correct values of  $f(1)$  and  $g(f(1))$  and 3 problems for the sentence explaining the results within the context of the problem.

Acceptable score for mastery: 4.5/5

Summative Assessment Item 3, Answer and Scoring Guide:

A gold mining company is mining gold in Northern California. Each mining cart carries an average 500 kg of dirt and rocks that contain gold from the tunnel. For each 2 metric tons of material (dirt and rocks), the company can extract an average of 10 g of gold. The average wholesale gold price is \$20/g.

- a. Write a function that represents the relationship between the mass of the material mined in metric tons and the number of carts. Define the input and output.

$$V(n) = 0.5n$$

*n is the number of carts.*

*V(n) is the total mass of dirt and rock carried out by the n carts in metric tons.*

- b. Write a function that represents the relationship between the amount of gold and the materials. Define the input and output.

$$G(V) = 0.000005V$$

*V: the amount of material in metric tons*

*G(V): the mass of gold in metric tons*

Scoring Guide:

- a) 3 points: 1 point for the correct  $V(n)$ , 2 points for interpreting  $n$  and  $V(n)$  within the context of the problem.  
b) 1 point: 1 point for correct composition, 2 points for interpreting  $V$  and  $G(V)$  within the context of the problem.

Acceptable score for mastery: 5.5/6 points

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

<b>Grade Level</b>	12 <sup>th</sup>	<b>Content Area</b>	ELA (Reading)
<b>Course Title</b> (grades 9–12 Only)	English 12		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction in the use of Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons aligns to Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and Socratic questioning. The lessons provide opportunities for direct teaching through didactic instruction and questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialog through the Socratic method.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having (M) before the standard number.</i>	<p><b>Reading (M) 11-12.RI.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Copies of “Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko for each student</p> <p>Student copies of the Short Response Rubric</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.												
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Objective:</b> In this lesson, students read and discuss paragraphs 1–3 of “Yellow Woman and a Beauty of the Spirit.” Students explore how Silko structures the beginning of her text, analyzing how she engages and orients the reader. (11-12.RI.5)</li> <li>• <b>Direct Instruction of Academic Vocabulary and Language:</b> Define and use in vocabulary of the standard in context. (11-12.RI.5) <ul style="list-style-type: none"> <li>○ structure</li> <li>○ exposition</li> <li>○ convincing</li> <li>○ engaging</li> </ul> </li> <li>• <b>Word Work:</b> (as students are introduced to words in context of reading) <i>survey, reservation, coexist</i>. Word Work could include context analysis, questioning, discussion of word use.</li> <li>• <b>Masterful Reading:</b> Provide a masterful reading of “Yellow Woman and a Beauty of the Spirit” in its entirety. Explain that students will follow along and pause twice during the essay (after paragraph 10 and paragraph 24) to write down their initial questions and reactions. Students will annotate to answer the essential question as they read as well: <b>Essential Question: How does Silko begin her essay? What information does she give the reader?</b></li> <li>• <b>Discussion:</b> Lead a brief whole-class discussion of students’ initial reactions and questions. Discuss student answers to the essential question. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.</li> <li>• <b>Intellectual Coaching/Questioning:</b> Instruct students to form small groups to find evidence in the text to answer the following question: <ul style="list-style-type: none"> <li>○ <b>What is clear, convincing, and engaging about the way Silko begins her essay? . (11-12.RI.5)</b></li> </ul> <p>Student groups will fill out a graphic organizer to answer this question: Provide examples from the first</p> <table border="1" data-bbox="279 1325 1041 1395"> <tr> <td>Clear</td><td>Convincing</td><td>Engaging</td></tr> <tr> <td></td><td></td><td></td></tr> </table> </li> </ul>	Clear	Convincing	Engaging				<ul style="list-style-type: none"> <li>• <b>Academic Vocabulary and Language:</b> Define academic vocabulary in context of the standard: structure, exposition, convincing, engaging</li> <li>• <b>Engage in Word Work</b> to include context analysis, answering questions, and discussing word use in the text: survey, reservation, coexist</li> <li>• <b>Close Reading:</b> Engage in close reading of the text, writing down initial questions and reactions and annotating for the essential question: How does Silko begin her essay? What information does she give the reader?</li> <li>• <b>Discussion:</b> Engage in class discussion about the essential question and initial questions/reactions.</li> <li>• <b>Small Group Work:</b> Work in groups to find evidence in the text to answer the question: What is clear, convincing and engaging about the way Silko begins her essay? Use the graphic organizer. (11-12.RI.5)</li> </ul> <table border="1" data-bbox="1169 844 1932 914"> <tr> <td>Clear</td><td>Convincing</td><td>Engaging</td></tr> <tr> <td></td><td></td><td></td></tr> </table> <p>Student activities are aligned to the standard 11-12.RI.5 because students are analyzing the evidence of clear, convincing, and engaging exposition in Silko’s text.</p>	Clear	Convincing	Engaging			
Clear	Convincing	Engaging												
Clear	Convincing	Engaging												

2	<ul style="list-style-type: none"> <li>• <b>Objective:</b> In this lesson, students read and discuss paragraphs 1–3 of “Yellow Woman and a Beauty of the Spirit.” Students work in small groups to analyze how Silko structures the text, analyzing how she engages and orients the reader. (11-12.RI.5)</li> <li>• <b>Socratic Questioning and Discussion:</b> Instruct students to form small groups. Post or project the following questions to inform students’ thinking about the structure of the expository text and whether the structure is clear, convincing, and engaging. Instruct students to continue to annotate the text as they read and discuss. (11-12.RI.5)</li> <li>• Instruct student groups to reread paragraphs 1–3 (from “From the time I was a small child” to “Many worlds may coexist here”), and answer the following questions before sharing out with the class. <ul style="list-style-type: none"> <li>○ What observation does Silko make in the first sentence? What does the reader learn about Silko from this observation?</li> <li>○ How does Silko’s explanation of what happened “[i]n the 1880s” (par. 1) orient the reader?</li> <li>○ What details in the second paragraph develop Silko’s observation from the first sentence of the essay?</li> <li>○ How does Silko’s description of the views of the “[y]ounger people” and “the old-time people” (par. 3) further develop the situation she describes in paragraph 2?</li> <li>○ What does Silko mean when she writes “[m]any worlds may coexist here” (par. 3)?</li> </ul> </li> </ul> <p>Lead a brief whole-class discussion of student responses.</p> <ul style="list-style-type: none"> <li>• <b>Quick Write:</b> This instructional strategy is a formative assessment. Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric to guide their written responses.</li> </ul> <p><b>Quick Write Prompt:</b>  <b>How does the observation in the first sentence engage the reader?</b></p> <ul style="list-style-type: none"> <li>• <b>Student Self-Assessment:</b> In this instructional strategy, the teacher will guide students to complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Students read and discuss paragraphs 1–3 of “Yellow Woman and a Beauty of the Spirit.”</li> <li>• Students work in small groups to analyze how Silko structures the text, analyzing how she engages and orients the reader.</li> <li>• <b>Small Group Discussion:</b> Socratic question and discussion with questions to inform thinking about the structure of the expository text and whether the structure is clear, convincing, and engaging: <ul style="list-style-type: none"> <li>○ What observation does Silko make in the first sentence? What does the reader learn about Silko from this observation?</li> <li>○ How does Silko’s explanation of what happened “[i]n the 1880s” (par. 1) orient the reader?</li> <li>○ What details in the second paragraph develop Silko’s observation from the first sentence of the essay?</li> <li>○ How does Silko’s description of the views of the “[y]ounger people” and “the old-time people” (par. 3) further develop the situation she describes in paragraph 2?</li> <li>○ What does Silko mean when she writes “[m]any worlds may coexist here” (par. 3)?</li> </ul> </li> <li>• <b>Quick Write:</b> Use annotations and vocabulary to respond in writing to the prompt—  <b>How does the observation in the first sentence engage the reader?</b></li> <li>• <b>Student Self-Assessment:</b> Students will complete a self-assessment of their Quick Write using the Short Response Rubric.</li> </ul> <p>Student activities are aligned to the standard 11-12.RI.5 because students are analyzing how Silko structures the text, engages and orients the reader.</p>
	<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Following the sequence of lessons, students will answer text analysis questions on Silko’s use of structure. For all three questions, students receiving an overall score of 12 will be Highly Proficient. A score of 10-11 Proficient. A score of 8-9 Partially Proficient. A score below 8 Minimally Proficient.</li> </ul>

## Short Response Rubric (for use in formative assessment Quick Write)

	2-Point Response	1-Point Response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text.  Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text.  Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop a response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

### 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: Text Analysis

#### Text Analysis Assessment Items

**Item #1** *Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.*

**Item #2** *Analyze the effectiveness of the way Silko begins the text, including how effectively her exposition engages the reader.*

**Item #3** *Analyze how Silko’s explanation of what happened “[i]n the 1880s” (par. 1) orients the reader. How does this make her argument clear and convincing?*

Responses will be assessed using the End-of-Unit Text Analysis Rubric.

#### Commentary on the Task:

- Each assessment prompt measures **11-12.RI.5** because it demands that students:
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.



## Item #1

**Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.**

Student responses will be assessed using the 12.1.2 End-of-Unit Text Analysis Rubric.

### High Performance Response(s)

**A High Performance Response should:**

Identify 3–5 structural elements of “Yellow Woman and a Beauty of the Spirit” (e.g., The essay is written in first person, and is reflective. The essay relies heavily on memory and flashbacks, and continually contrasts “old-time” stories and people with dominant contemporary American values. Silko does not directly address the title of her essay until the final paragraphs, which creates a circular structure.).

**A High Performance Response may include the following evidence in support of a multi-paragraph analysis:**

The essay is written in the first person and uses flashbacks to relate personal experiences (e.g., “One day, when I was in the first grade, we all crowded around the smiling white tourists” (par. 8)). Silko’s use of first person and flashbacks is engaging because it feels as if Silko is speaking directly to the reader, engaging with her past in an inviting way.

Silko titles her essay “Yellow Woman and a Beauty of the Spirit,” but does not reference “Yellow Woman,” or Kochininako, until the final paragraphs of her essay, creating a circular structure. Silko begins focusing on herself with the statement “From the time I was a small child, I was aware that I was different” (par. 1). She recalls how her racial differences made her stand out, but how the “old-time people” never saw her as worth less than anyone else (par. 3). She then recounts several “old stories,” some of them personal and some of them mythical, ending finally with stories about “Yellow Woman.” She clarifies for the reader that in these stories, beauty is seen as an inward manifestation more so than an outward one: “remember that the old-time people were not so much thinking about physical appearances. In each story, the beauty that Yellow Woman possesses is the beauty of her passion, her daring, and her sheer strength to act when catastrophe is imminent” (par. 26). After describing Yellow Woman, Silko writes that she “even imagined that Yellow Woman had yellow skin, brown hair, and green eyes like mine” (par. 30). Here, she conflates Yellow Woman’s beauty and her own, giving the title of the essay more than one meaning. “Yellow Woman” refers both to Kochininako and Silko herself, and the “beauty of the spirit” belongs to both of them—indeed, to “all women” (par. 32). The circular structure makes her claims about inner beauty more clear because the reader can trace the idea consistently through all the stories of the text. The circular structure also makes Silko’s claims about beauty more engaging because the stories of beauty vary from personal family experiences to interesting mythical stories, ultimately including all women in the definition of beauty.

Silko relies heavily on reflection, often referencing her Grandma A’mooh, and the “old-time people.” Like memory, her account is very fluid, often moving onto a new story or claim by simple association. However, at times, Silko’s memory shifts are jarring in their juxtaposition. For example, she discusses “Tse’itsi’nako” and then abruptly shifts to discussing the appearance of her great-grandmother (par. 10–11). Also, when she is recounting stories of Yellow Woman, she inserts a jarring memory: At first Silko writes, “Thus Kochininako’s fearless sensuality results in the salvation of the people of her village, who are saved by the meat the Buffalo People ‘give’ to them” (par. 27). Silko then immediately follows this story with the following sentences: “My father taught me and my sisters to shoot .22 rifles when we were seven; I went hunting with my father when I was eight, and I killed my first mule deer buck when I was thirteen. The Kochininako stories were always my favorite because Yellow Woman had so many adventures” (par. 28). This memory is relevant, but Silko makes no effort to transition in or out of it; it simply appears. Silko uses juxtaposition to imitate how memory works in people’s minds—seemingly unconnected scenes appear one after the other. This structural choice engages the reader because it feels as if the reader is invited into Silko’s memory. The juxtaposition of stories also engages the reader because it is jarring, and the reader must make sense of how the two stories fit together.

**Item #2****Assessment(s)**

**Analyze the effectiveness of the way Silko begins the text.**

Student responses will be assessed using the 12.1.2 End-of-Unit Text Analysis Rubric.

**High Performance Response(s)**

A High Performance Response should:

Describe an aspect of the way Silko begins the text (e.g., In her first sentence, Silko observes that “[f]rom the time [she] was a small child, [she] was aware that [she] was different” (par. 1)).

Explain whether or not and why the way Silko begins the text is effective (e.g., Because this observation indicates that Silko has struggled with this awareness of difference “[f]rom the time [she] was a small child” (par. 1), the reader instantly understands its importance to Silko. By setting out such a personal and significant observation in the very first sentence, Silko immediately engages the reader by making him or her curious about why Silko “was different” (par. 1) and how she has experienced it over the course of her life. Directly following the observation of her difference, Silko reaches further back in time before her childhood and explains that her great-grandfather was white and “married [a] full-blood Laguna Pueblo wom[a]n” (par. 1). Through sharing her family history, Silko clarifies why she and her sisters “didn’t look quite like the other Laguna Pueblo children, but [they] didn’t look quite white either” (par. 1). Including this information helps clarify why Silko’s appearance as both white and Indian is a significant issue for Silko to discuss. Though the reader understands by the end of the first paragraph why Silko “was different” (par. 1), the reader remains curious about why this difference is significant to Silko.).

**Item #3****Assessment(s)**

**Analyze how Silko’s explanation of what happened “[i]n the 1880s” (par. 1) orients the reader. How does this make her argument clear and convincing?**

Student responses will be assessed using the 12.1.2 End-of-Unit Text Analysis Rubric.

**High Performance Response(s)**

A High Performance Response should:

- Analyze how Silko’s explanation orients the reader
- Explain how the explanation makes her argument clear and convincing.

Silko orients the reader by going back to a time before she was born to explain the reason for her difference, why she and her sisters “didn’t look quite like the other Laguna Pueblo children, but [they] didn’t look quite white either” (par. 1). Her great-grandfather was white and “married [a] full-blood Laguna Pueblo wom[a]n” (par. 1).

Silko explains that the white side of her family originally came to where the Laguna Pueblo lived to “survey the land for the U.S. government” and “send[] Indian children thousands of miles away from their families” (par. 1). Including this information orients the reader by helping clarify why Silko’s appearance as both white and Indian is a significant issue for Silko to discuss.

Text Analysis Summative Rubric

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b></p> <p><b>The extent to which the response analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b></p> <p><b>CCSS.ELA-Literacy.RI.11-12.5</b></p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Skillfully analyze and thoroughly evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Accurately analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>With partial accuracy, analyze and partially evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Inaccurately analyze and minimally evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>

Highly Proficient 4

Proficient 3

Partially Proficient 2

Minimally Proficient 1

For all three questions, students receiving an overall score of 12 will be Highly Proficient. A score of 10-11 Proficient. A score of 8-9 Partially Proficient. A score below 8 Minimally Proficient.

## Curriculum Sample

<b>Grade Level</b>	12 <sup>th</sup>	<b>Content Area</b>	ELA (Writing)
<b>Course Title</b> (grades 9–12 Only)	English 12		
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The methods found in this sequence of lessons align to Paideia Academy’s Program of Instruction and Arizona’s English Language Arts Standards adopted in December 2016. The lessons are aligned to the EngageNY curriculum, which is aligned to Paideia Academy’s core instructional methodology.</p> <p>This sequence of lessons aligns to Paideia Academy’s core instructional methodology of didactic learning, intellectual coaching, and discussion. The lessons provide opportunities for direct teaching through didactic instruction and questioning and discourse through intellectual coaching. There are also opportunities for purposeful reading, writing, and dialogue.</p>		
<b>Standard Number and Description</b> <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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	<p><b>(M)</b> W.11-12.3.a-f Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>The Autobiography of Malcolm X (narrative model for analysis during instruction)</p> <p>Common Application Narrative Prompts (Summative Assessment Prompts)</p> <p>Student copies of the 12.1 Narrative Writing Rubric</p>		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —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.	<b>Student Activities</b> —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.
<b>1</b>	<p><b>11-12.W.3.a Objective:</b> Students will engage in a group discussion around the effective use of introductions in personal narrative by examining the introduction to The Autobiography of Malcolm X and begin drafting the introductions of a personal narratives.</p> <p><b>Didactic Writing Instruction: Engaging and Orienting the Reader</b>          The introduction to a personal narrative should establish a relationship between the narrator and the reader, and orient the reader to the problems or events that will be addressed in the rest of the narrative.</p> <p><b>Intellectual Coaching:</b>          What does it mean to “engage” a reader?          What does it mean to “orient” a reader?          Why does an author need to engage and orient their reader?          According to standard 11-12.W.3.a, how might the author engage and orient the reader?</p> <p><b>Intellectual Coaching:</b> Instruct students to turn to the opening paragraph of chapter 1 in The Autobiography of Malcolm X and consider how the first paragraph engages and orients the reader.</p> <p><b>Making Connections:</b> Explain to students that they should provide the same level of information and vivid detail in their own introductions to orient and engage the reader with the text. However, the scope of their personal narratives may focus on a much shorter amount of time and the events may be less intense than Malcolm X’s experiences.</p> <p><b>Independent Drafting:</b> Draft an introduction in response to one of the Common Application prompts, focusing on engaging and orienting the reader by setting out a problem, situation, or observation and its significance; establishing one or multiple point(s) of view; and introducing a narrator and/or characters.</p> <p><b>Remind students to use the Narrative Writing Rubric to guide their written responses.</b></p>	<p><b>Analyze</b> how the author in The Autobiography of Malcolm X engages and orients the reader in the opening paragraph.</p> <p><b>Make connections</b> to their own personal narrative writing—providing detail and information in their own introductions to orient and engage the reader with the text.</p> <p><b>Discuss:</b> Discuss and answer questions about engaging and orienting a reader.</p> <p><b>Independent Drafting:</b> Draft an introduction in response to one of the Common Application prompts—focus on engaging and orienting the reader by setting out a problem, situation, or observation and its significance, establishing a point of view, and introducing the narrator and/or characters.          Use the Narrative Writing Rubric as a guide.</p> <p>The student activities are aligned to the standard 11-12.W.3.a because students are drafting an introduction focused on engaging and orienting the reader.</p>

2	<p><b>11-12.W.3.b Objective:</b> In this lesson, students continue to develop their narrative writing skills, focusing on using narrative techniques to develop experiences, events, or characters.</p> <p><b>Academic Vocabulary Engagement:</b> Engage students in vocabulary instruction of the following words: dialogue, pacing, description, reflection, multiple plot lines</p> <p><b>Narrative Model:</b> Have small groups examine 37–38 of <i>The Autobiography of Malcolm X</i> and annotate how the author uses narrative techniques to develop experiences, events, and characters. Inform students that they will be using the same techniques they analyzed in <i>The Autobiography of Malcolm X</i> to continue drafting their responses to one of the Common Application prompts. The drafts from this lesson should incorporate at least two of the narrative techniques from 11-12.W.3.b: Dialogue, Pacing, Description, Reflection, Multiple plot lines</p> <p><b>Independent Drafting:</b> Draft a paragraph in response to the Common Application prompt, focusing on using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.</p> <p><b>Remind students to use the Narrative Writing Rubric to guide their written responses.</b></p>	<p><b>Engage in vocabulary practice</b> with narrative vocab: <i>dialogue, pacing, description, reflection, multiple plot lines</i></p> <p><b>Work in small groups:</b> Discuss and annotate how the author uses narrative techniques to develop experiences, events, and characters in <i>The Autobiography of Malcolm X</i>.</p> <p><b>Independent Drafting:</b> Draft a paragraph in response to a Common Application prompt, focusing on using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.</p> <p>Use the Narrative Writing Rubric as a guide.</p> <p>The student activities are aligned to the standard 11-12.W.3.b because students are drafting an paragraph using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines.</p>
3	<p><b>11-12.W.3.c Objective:</b> In this lesson, students continue working with narrative techniques that sequence events to create a coherent whole and build toward a particular tone and outcome.</p> <p><b>Didactic Writing Instruction: Sequencing Events:</b> Remind students that, in crafting narrative essays, it is important to plan and control how the events are revealed.</p> <p><b>Think-Pair-Share:</b> What can an author do to build suspense?</p> <p><b>Narrative Model:</b> Have small groups examine 37–38 of <i>The Autobiography of Malcolm X</i> pages 165–171 and identify specific ways in which the author sequences events to demonstrate Malcolm X’s growth. Inform students that they are to use structural techniques like those they analyzed in <i>The Autobiography of Malcolm X</i> to continue drafting their responses to one of the Common Application prompts.</p> <p><b>Independent Drafting:</b> Draft a paragraph in response to the Common Application prompt, focusing on using techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p><b>Think-Pair-Share:</b> Discuss in partners what an author can do to build suspense.</p> <p><b>Narrative Model:</b> Discuss and analyze in small groups specific ways in which the author of <i>The Autobiography of Malcolm X</i> sequences events to demonstrate Malcolm X’s growth.</p> <p><b>Independent Drafting:</b> Draft a paragraph in response to the Common Application prompt, focusing on using techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (mystery, suspense, growth, resolution)</p> <p>Use the Narrative Writing Rubric as a guide.</p> <p>The student activities are aligned to the standard 11-12.W.3.c because students are drafting a paragraph focused on sequencing events so they build to a coherent whole.</p>

	<b>Remind students to use the Narrative Writing Rubric to guide their written responses.</b>	
4	<p><b>11-12.3.d Objective:</b> In this lesson, students continue to develop their narrative writing skills, focusing on using precise and vivid words and phrases.</p> <p><b>Didactic Writing Instruction: Precise Words and Sensory Language:</b> Inform students that to use “precise words and phrases” means to use specific language that most accurately describes experiences, events, setting, and/or characters.</p> <p><b>Narrative Model:</b> Provide students with the following sets of examples:</p> <ul style="list-style-type: none"> <li>• This was the worst thing that ever had happened to me. 2) “I felt as though something in nature had failed, like the sun, or the stars” (p. 311).</li> <li>• It made me feel terrible to realize I had been betrayed. 2) “My head felt like it was bleeding inside” (p. 309).</li> <li>• There were a lot of people in the bar but it wasn’t very loud. 2) “But with all these Harlemites drinking and talking, there was just a low murmur of sound” (p. 76).</li> </ul> <p><b>Think-Pair-Share:</b> How does the use of precise words and phrases in the second examples in each of the above sets convey experiences, characters, or settings more effectively than the first examples in each set? What effect do sensory details have on the reader?</p> <p><b>Independent Drafting:</b> Draft a paragraph in response to a Common Application essay prompt, focusing on using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <b>Remind students to use the Narrative Writing Rubric to guide their written responses.</b></p>	<p><b>Analyze Narrative Model:</b> Discuss and analyze the sets of examples from the narrative model on precise words and sensory language.</p> <p><b>Think-Pair-Share:</b> Discuss with a partner how the use of precise words and phrases conveys experiences, characters, or settings more effectively.</p> <p><b>Answer the Question:</b> Answer and discuss- what effect do sensory details have on the reader?</p> <p><b>Independent Drafting:</b> Draft a paragraph in response to a Common Application prompt, focusing on using precise words and phrase, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Use the Narrative Writing Rubric as a guide. The student activities are aligned to the standard 11-12.W.3.d because students are drafting a paragraph focused on using precise words and phrases.</p>
5	<p><b>11-12.3.e Objective:</b> In this lesson, students continue to develop their narrative writing skills, focusing on the conclusion.</p> <p><b>Think-Pair-Share:</b> What is the purpose of providing a conclusion in a narrative piece of writing?</p> <p><b>Writing Instruction: Conclusion:</b> Inform students that a conclusion follows from what is experienced, observed, or resolved over the course of the narrative, and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Narrative Model/Intellectual Coaching:</b> Have small groups of students examine a concluding paragraph from The Autobiography of Malcolm X. Ask: How does Malcolm X reflect on what has experienced, observed, or resolved over the course of the narrative?</p>	<p><b>Think-Pair-Share:</b> Discuss with a partner- what is the purpose of providing a conclusion in a narrative piece of writing?</p> <p><b>Small Group Work:</b> Examine and analyze a concluding paragraph from The Autobiography of Malcolm X. Answer questions:</p> <ul style="list-style-type: none"> <li>• How does Malcolm X reflect on what he has experienced, observed, or resolved over the course of the narrative?</li> <li>• How might your task, purpose, and audience inform the voice and language you plan to use in your conclusion?</li> </ul> <p><b>Independent Drafting:</b> Draft a paragraph in response to a Common Application prompt, focusing on providing a conclusion that follows from and reflect on what is experience, observed or resolved over the course of your essay,</p>

	How might your task, purpose, and audience inform the voice and language you plan to use in your conclusion? <b>Independent Drafting:</b> Draft a paragraph in response to a Common Application essay prompt, focusing on providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of their essay. <b>Remind students to use the Narrative Writing Rubric to guide their written responses.</b>	Use the Narrative Writing Rubric as a guide.
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.	Following the sequence of lessons, students take a summative assessment by writing a final narrative paper. The final narrative paper will be assessed using the End-Of-Unit Rubric, which is based on the Narrative Writing Checklist. A score of 18-20 indicates High Proficient, 16-17 Proficient, 14-15 Partially Proficient, and anything below 15 will be Minimally Proficient.

#### Narrative Writing Checklist

	Does my response...	✓
<b>Coherence, Organization, and Style</b>	Engage and orient the reader by setting out a problem, situation, or observation and its significance? (W.11-12.3.a)	<input type="checkbox"/>
	Establish one or multiple point(s) of view? (W.11-12.3.a)	<input type="checkbox"/>
	Introduce a narrator and/or characters? (W.11-12.3.a)	<input type="checkbox"/>
	Create a smooth progression of experiences or events? (W.11-12.3.a)	<input type="checkbox"/>
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters? (W.11-12.3.b)	<input type="checkbox"/>
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome? (W.11-12.3.c)	<input type="checkbox"/>
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? (W.11-12.3.d)	<input type="checkbox"/>
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative? (W.11-12.3.e)	<input type="checkbox"/>



**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.*

**Common Application Prompts (Summative Assessment Prompts)**

1. Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
4. Describe a place or environment where you are perfectly content. What do you do or experience there and why is it meaningful to you?
5. Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

### 12.1.3 End-of-Unit Rubric

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p><b>W.11-12.3.a</b>  <b>Coherence, Organization, and Style</b>  The extent to which the response engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; and creates a smooth progression of experiences or events.</p> <p><b>W.11-12.3.b</b>  The extent to which the response uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>W.11-12.3.c</b>  The extent to which the response uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p><b>W.11-12.3.d</b>  The extent to which the response uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>W.11-12.3.e</b>  The extent to which the response provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Skillfully engage and orient the reader by thoroughly and clearly setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; skillfully create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Skillfully use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, thoroughly developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Skillfully use a variety of techniques to sequence events so that they build on one another to create a coherent whole and clearly build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Skillfully use precise words and phrases, telling details, and sensory language, conveying a complete and vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that clearly follows from and skillfully reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p>	<p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Use precise words and phrases, telling details, and sensory language, conveying a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p>	<p>Somewhat effectively engage or orient the reader by partially setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an unclear progression of experiences or events. (W.11-12.3.a)</p> <p>Somewhat effectively use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, partially developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Somewhat effectively use techniques, or use unvaried techniques to sequence events so that they insufficiently build on one another to create a loosely connected whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Somewhat effectively use precise words and phrases, telling details, and sensory language, conveying a clear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that loosely follows from and partially reflects on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p>	<p>Ineffectively engage or orient the reader by insufficiently setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a disorganized collection of experiences or events. (W.11-12.3.a)</p> <p>Ineffectively or rarely use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, insufficiently developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Ineffectively use techniques, creating a disorganized collection of events that fail to build on one another to create a coherent whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Ineffectively use precise words and phrases, telling details, and sensory language, conveying an unclear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that does not follow from or reflect on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p>

Highly Proficient: 18-20

Proficient: 16-17

Partially Proficient: 14-15

Minimally Proficient: 13 and below

## Model Narrative Essay

**Prompt: Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.**

If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job."

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied.

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.