



Meeting of the Board of Directors of ARIZONA AUTISM CHARTER SCHOOLS, INC.

Monday, November 14, 2016 5:30 PM

4433 N. 7th Street Phoenix, AZ 85014

-----**MINUTES**-----

Board Members Present:

Leo Valdez
Ron Harrison
Gregory Torrez
Keisha McKinnor
Viet Do-Telephonically

Board Members Absent:

Genaro Delgadillo
Mary McEvilly-Hernandez

Others Present:

Diana Diaz-Harrison
Michele Diamond

1) **Welcome and Attendance**

The Board Meeting commenced at 5:30pm. Leo Valdez, Board President, ran the meeting. It was determined that a quorum was present and the meeting could conduct business. Leo asked for a motion to approve the agenda and begin the meeting, Gregory made a motion, Keisha seconded the motion, all were in favor and Leo called the meeting to order.

2) **Public Comment**

Leo asked if there were any members of the public on the conference call line for comment. It was determined no members of the public were present.

3) **Financial Action Items**

Review results from FY16 audit conducted by auditor Anthony Lorenzo: Michele Diamond directed board members to the audit document and said it was important to note the school has no

findings of noncompliance or internal control deficiencies to take corrective action on. She pointed to the fact that the school's assets as of the June 30, 2016 reported that the school's total net assets at the end of the fiscal year were just over \$300,000. Gregory asked about cash flow and Michele indicated the school had a reported cash flow from operating expenses of more than 37,000 and that the bank balance on 6/30/16 was just over \$445,000. Leo asked board members if they had reviewed the letter from auditor Anthony Lorenzo explaining the terms of the audit and summarizing the findings. All board members indicated they had reviewed the letter. Leo asked if there were further questions or discussion. Since there were no further questions or items to discuss, the discussion was closed.

Review and approve quarterly financial reports: Next, Michele Diamond reviewed the Statement of Income for the quarter ending September 30, 2016. She noted that the total revenue was just over \$1,183,000 but that the expenses were approximately \$1,326,000. She said there was a net income loss of about \$143,000 due mostly to expenditures related to the new upper school facility. There was a discussion about how this deficit would be addressed. Diana reported to the group that there were some big grants being finalized and there was an expected payment of \$230,000 from the Walton Family Foundation that would take care of the deficit. Michele also explained IDEA funding and Title 1 funding was also projected in the coming months. She said school staff was being conservative with spending at this time due to the shortfall but school accounts should become flush once expected grant funding came through in the coming months.

Next, Michele asked board members to turn their attention to the balance sheet. Michele noted that the school's total assets at quarter end were at approximately \$2.6 million including total property and equipment. The total current liabilities were approximately \$360,000. Diana noted the Chase operating account was at more than \$95,000, which would cover upcoming expenditures. Gregory asked what the monthly per pupil funding payment was, Michele noted that the monthly state equalization payment was at approximately \$300,000 per month.

Michele asked board members if they has reviewed the Check Detail Report and the Transaction List by Vendors. All board members indicated they has reviewed those documents. Gregory asked if the school was using most of the same vendors as were used for the original elementary campus. Diana indicated most of the same vendors were being used as they provided continuity of services. There were no further questions or comments in the financial reports.

Leo called for a motion to approve the Statement of Income and Balance Sheet as presented. Ron made a motion, Gregory seconded the motion. All were in favor and the motion passed unanimously.

4) **Approval of Minutes**

Leo asked if board members had reviewed the minutes from the October 13, 2016 meeting. Board members indicated they had. Gregory made a motion to approve the minutes as presented, Ron seconded the motion, the motion passed unanimously.

5) **Executive Director Report**

Diana shared with the board that the School Tax Credit campaign had been launched and that the fundraising goal was about \$30,000. She asked board members to share the information to their network to help achieve the goal. Diana shared information about the KaBoom grant which awarded the school more than \$70,000 in playground equipment through a corporate sponsor. She said the school's contribution was set at \$8,500 and that various fundraising activities would be

planned, such as a garage sale, to raise the funds. She asked board members about their interest in forming a specific fundraising committee to plan a signature fundraising event. Board members discussed possible events such as a wine tasting or gala. The group agreed further discussion was needed and that a committee should be formed.

6) **Academic Data Review**

Leo turned it over to Diana to share academic data report. Diana shared data graphs documenting data collection at the schools during first quarter. The graphs demonstrated steady growth in language arts and math targets that met projections for this time in the school year. Additionally, Diana informed the board the school has started the NWEA MAP standardized assessment, which was a tool to help prepare students for state testing, either AZ-Merit or the Alternative State Assessment for students who qualify. Diana also shared with the board that the school would be engaging professional development from the Center for Student Achievement, an arm of the Arizona Charter Schools Association, once funding from the Walton grant became available.

7) **Action Items for Grade Level Amendment and Enrollment Cap Increase**

Leo asked Diana to explain the amendment request being considered. Diana informed the board that she and the leadership team were working on charter amendment requests for expansion to grades 9-12 but that 9th grade would not be offered until the 2018-19 school year. She informed the board the leadership team had been working on the growth plan, course offerings and curriculum samples for the application. She explained it would be optimal for the school to know with certainty that it was approved for High School grades before the end of this school year, so leaders could dedicate time in the 2017-18 school year acquiring the resources necessary to offer 9th grade starting the 2018-19 school year. Leo called for a motion to approve submitting a charter amendment request for grades 9-12, Gregory made a motion, Ron seconded the motion, the motion passed unanimously.

Next, Diana informed the board the current enrollment cap was set at 168 students. She recommended the school seek an enrollment cap increase for the 2017-18 school year to increase to 188 students to accommodate growing by approximately two classrooms at the Upper School Campus. Leo called for a motion to submit an amendment request to increase to 188 students, Keisha made a motion, Viet seconded the motion, the motion passed unanimously.

8) **Action Items to Update Bylaws including Board Member Expectations**

Diana presented a document which that highlighted the current bylaws and the proposed changes. She said bylaws had to be updated to reflect that the school would serve grades K-12, that elections of Directors would happen on an as needed basis as opposed each March and that Officers would serve in their positions continually instead if annually. She also shared with the board a document proposed for inclusion in the bylaws that speaks to board member responsibilities. The document was discussed and most of the expectations were agreeable to board members, but there was a line item regarding refraining from intruding on administrative issues that the board wanted to rework before approving. Leo asked Diana to work on updating the document and table the vote to the next board meeting.

9) **Action item regarding resignation of Board Member**

Leo asked Diana to share with the group that status of board member Mary McEvelly-Hernandez, who served in the office of Vice President/Secretary. Diana shared with the board that Mary had reached out and decided she no longer had the availability to serve on the board. She shared it had

been a very positive experience and she had enjoyed watching the school grow. Mary also shared she currently had time constraints with volunteer hours because she was trying to grow her business. Diana shared that Mary was appreciated for her board service as a founding board member. Leo agreed that Mary's service was much appreciated. Leo called for a motion to accept Mary's resignation, Ron made a motion, Gregory seconded the motion, the motion passed unanimously.

10) **Next Meeting Date**

Diana told board members she would follow up with a date for a board meeting sometime in the first quarter of next year.

Adjournment

Since there were no other items for discussion, Leo called for a motion to adjourn. Gregory made a motion, Viet seconded the motion. The motion passed unanimously and the meeting adjourned at approximately 6:45.

Curriculum Sample Template

Grade Level	9	Content Area	English
Course Title (grades 9–12 Only)	English 9		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (M) d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. 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>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2)</p>		

<p>Materials/Resources Needed</p> <p><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i></p>	<ul style="list-style-type: none"> • Copies of the play <i>Romeo and Juliet</i>. • Paper, notebooks, pencils, organizers provided by teacher. • Access to video of play, audio versions, and technology such as Smart boards. • Online access to programs such as Storyboardthat.com and Prezi. • Access to video recording devices e.g. cell phones, tablets, cameras etc. • Slates
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<p>Lesson (add as needed)</p>	<p>Instructional Strategies—<i>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.</i></p>	<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>
<p>1) Bell work: Display on Smart Board a quote from the play and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out graphic organizer and explain the different sections. Review vocabulary and provide examples found in literature (vocabulary: flashback, plot, pacing, mystery, suspense) by showing differing statements on Smart board presentation and then explaining how each is an example of that type literary device by modeling through and doing a think aloud. Explain why authors use structure and time manipulation to add mystery, tension, and surprise in writing. Fill out graphic organizer on Smart board modeling how it should be completed.</p> <p>3) Show different statements of various examples of these literary devices (flashback, pacing, parallel plots) with pictures or cartoons.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will fill out graphic organizer with teacher identifying different literary devices, examples of each and distinguishing characteristics of that literary type including what kind of effect is created. This will be a model anchor chart for the rest of the assignments in the unit.</p> <p>3) Students will use whiteboards to individually determine</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will fill out graphic organizer with teacher identifying different literary devices, examples of each and distinguishing characteristics of that literary type including what kind of effect is created. This will be a model anchor chart for the rest of the assignments in the unit.</p> <p>3) Students will use whiteboards to individually determine</p>

<p>Show different quotations from various grade level texts, including from Romeo and Juliet, that demonstrate the same examples. Model expectations of using whiteboards. Clarify questions that arise. Direct students to use whiteboards to determine which literary device the statement is demonstrating. Click through various examples and monitor student answers. Provide feedback to correct and instruct as necessary. Again remind students why authors use structure and time manipulation to add mystery, tension, and surprise in writing.</p> <p>4) Direct students to partner with another classmate. Choose partners as necessary. Direct different pairs of students to read back over the previous parts of the play and find examples of these literary devices. Direct students to analyze what the author’s purpose in using that particular device at that particular point in the play. Monitor progress, answer questions, and adjust as necessary. Work with small groups as necessary to reteach or redirect.</p> <p>5) Model for students how to write a short 5 paragraph essay on their analysis. Model using 1 example from the play related to plot and have students take notes on how to define the literary device, use well chosen quotes and examples from the text to expand their explanation of the literary device, and sufficient detail to support their choice of that item as the example for the literary device. Give examples of appropriate transitions and have students come up with some examples as the model essay is being written. Explain to students that the information they write should be in academic language, with quotations from text, and with appropriate, grade level writing using transitions and tier three vocabulary. Show students rubric that will be used to grade presentation. Monitor progress, answer questions, and adjust as necessary. Work with small groups as necessary to reteach or redirect.</p>	<p>type of literary device (flashback, pacing, parallel plots) is being displayed. Students will hold up whiteboard showing their answer for each example displayed by teacher. Students will note what effect (pacing, mystery, suspense, tension, ect.) is created by this time manipulation.</p> <p>4) Students will partner with classmate. Students will reread text to find examples of the targeted literary devices. They will write at least two examples for pacing and at least one for flashback, explain them and also explain the purpose/role of examples in that particular part in the play. They will also use their anchor chart to ensure they understand what is needed.</p> <p>5) Students will write a 5 paragraph essay explaining their analysis of the play. In the process they will define and expand on suspense, tension, mystery as relevant to the their discussion of pacing and flashback (and if they find it relevant parallel plot). They will review rubric and use a check list to ensure they have all the elements required including at least 1 transition the class used and two others of their own creation to create cohesion and support their analysis.</p>
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<p>2</p> <p>1) Bell work: Display on Smart board a quote about time and its significance and direct students to respond by agreeing or disagreeing and then justify.</p> <p>2) Draw attention to the fact that the play only takes place over the course of five days. Ask students to turn to a partner and discuss how this effects their opinion of events that occur in the play.</p> <p>3) Direct students to work in pairs to fill out a timeline of events that occur each day in the play. Hand out graphic organizer for students to fill out with information. Monitor students as they fill out graphic organizer. Redirect and answer questions pertaining to procedures. Work with small groups as necessary to reteach or redirect.</p> <p>4) Ask students to choose one event that feel is the most significant to the overall outcome of the play. Justify why it's the most important. Direct students to think about what would have happened had the story been told without this time manipulation. How would that have impacted the story?</p> <p>5) Direct students to visually present the idea that they think is most significant by creating a picture of it and ensuring that the visual clearly shows why it's the most significant part. Monitor pairs and answer questions and guide students as necessary. Work with small groups as necessary to reteach or redirect.</p> <p>6) Ask students to go around the room and view the other visual representations. Write a one paragraph reflection on learning for the day.</p>	<p>1) Bell work: Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will turn to nearby partner and have a brief discussion two minutes about their perception of play.</p> <p>3) Students will work with partner and fill out timeline graphic organizer.</p> <p>4) Students will choose one event that they think is the most significant and explain why it is the one they chose.</p> <p>5) Students will draw a visual representation of the most significant part of the timeline making sure that the visual clearly shows why it's the most important part. Present visual by displaying on walls.</p> <p>6) Students will gallery walk around the room and view other visuals. Students will return to seats and write</p>
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<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Reading: Students will analyze the author’s choice concerning how to structure a text, order events within it and how to create such effects as mystery, tension, or surprise. Assessments include creating timelines reflective of a piece of literature, and videos with alterations of a piece of literature and how such alterations impacts the entire reading. Students will be graded using rubrics, and students will be reading at grade level. This is much different than the previous grade common core standard in that the student must look deeply at text structure and its impact on mystery, tension, and surprise rather than just a comparison of texts.</p> <p>Writing: Students will write an analysis of a play, create a written timeline, and a video presentation that possesses clear and coherent writing. This goes beyond previous grade level expectations for writing in that students effectively apply the formality and academic style of the ninth grade, and include relevance, quotes, appropriate evidence, and academic level transitions for grade level writing.</p>
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Summative Assessment Items and Scoring:

Summative Assessment Item 1 (M) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)

Summative Assessment Item 1 (9-10.W.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Students will write an analysis essay. Prompt: After reading Shakespeare’s, Romeo and Juliet play analyze how the author’s choices create certain effects impacting the overall play. In their answer, students must make detailed references to the play and support with well-chosen illustrative evidence. Student writing must also obtain clear and effective transitions that link ideas and create relationships between concepts. Students will be graded using the rubric below, specifically in the areas of organization and elaboration. Mastery indicates a score of three or higher in each of the highlighted areas.

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea but lacks clarity, focus and/or direction.	Weakly introduces a topic without a controlling idea that is unclear, unfocused and does not provide direction.
Organization	Explicitly organizes complex ideas to make important connections and distinctions. Consistently maintains a logical progression of ideas. Provides an explicit concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Organizes complex ideas to make important connections and distinctions. Maintains a logical progression of ideas. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Ideas lack organization to make important connections and distinctions. Logical progression of ideas is inconsistent. Concluding statement or section does not clearly follow from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Lack of organization makes connections unclear. Ideas do not progress logically. Lacks concluding statement.
Elaboration	Develops topic thoroughly by using a variety of well-chosen, relevant facts, extended definitions, concrete details and	Develops topic thoroughly by using well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level.	Partially develops topic. Use of well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level are inadequate.	Topic is inadequately developed. Writing displays a lack of relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge.

	quotations appropriate to the audience knowledge level. Thoroughly and smoothly integrates text evidence using an appropriate style of citation. Consistently maintains a formal style and an objective tone.	Smoothly integrates text evidence using an appropriate style of citation. Establishes and maintains a formal style and an objective tone.	Integrates text evidence using an appropriate style of citation. Inconsistently establishes and maintains a formal style and an objective tone.	Text evidence is not included or not cited. Informal style.
Language & Vocabulary	Uses a variety of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Consistently establishes and maintains a formal style (e.g., essay, formal letter) and objective tone. Frequently uses domain specific and precise language for the complexity of the topic.	Uses transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Establishes and maintains a formal style (e.g., essay, formal letter) and objective tone. Uses domain specific and precise language for the complexity of the topic.	Inconsistent use of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Inconsistently maintains a formal style (e.g., essay, formal letter) and objective tone. Infrequently uses domain specific and precise language for the complexity of the topic.	Little to no use of transitions to link sections and ideas. Repetitive syntax. Unable to identify or resolve complex usage issues. Lacks domain specific and precise language for the complexity of the topic.
Conventions	Effective and consistent use of the conventions of academic English including semicolon and colon.	Consistent use of the conventions of academic English including semicolon and colon.	Demonstrates limited command of the conventions of academic English including semicolon and colon.	Demonstrates many errors in conventions.

Summative Assessment Item 2 (M) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above). (9-10.W.4)

Summative Assessment Item 2 (9-10.W.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Students will write a narrative of events that occur in Shakespeare’s Romeo and Juliet and alter one to two events to show how these would affect the overall outcome of the story. The writing needs to use quotations from Romeo and Juliet that illustrate that was happening at a given time in the story. Writing also needs to possess clarity using academic transitions that link major ideas. **A score**

that demonstrates mastery is a score of 24 with at least a score of 3 in the areas of: topic development and transitions.

Narrative Essay : Romeo and Juliet		Student Name: _____		
CATEGORY	4 - Mastery	3 - Proficient	2 - Approaching Proficiency	1 - Not Yet Proficient
Analysis of Events	The alteration of two key events to create suspense, mystery, or surprise is fully explained and illustrates how manipulation of events through parallel plots, pacing or flashbacks results in tension.	The alteration of one key event to create suspense, mystery, or surprise is fully explained and illustrates how manipulation of events through parallel plots, pacing or flashbacks results in tension.	The alteration of one to two key events to create suspense, mystery, or surprise is partially explained or does not illustrate how manipulation of events through parallel plots, pacing or flashbacks results in tension.	The alteration of one key event to create suspense, mystery, or surprise is not explained and does not illustrate how manipulation of events through parallel plots, pacing or flashbacks results in tension.
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.
Topic Development with Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.

Accuracy	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Few supportive facts are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

Summative Assessment Item 3 (M) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)

Summative Assessment Item 3 (9-10.W.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Students will write an original narrative of events using the play as an exemplar. Students must use pacing, flashbacks, or parallel plots at least once to create mystery, tension, or surprise. Once students have wrote their narrative, they will create a brochure defining parallel plots, pacing, flashbacks, mystery, tension, and surprise. They will use examples from both the play and their narrative to illustrate the definitions. Students will use transitions to an academic level of writing.

Mastery is a score of 21 with at least a 3 in the areas of focus of assigned topics, requirements, and transitions.

Narrative and Brochure: Romeo and Juliet

CATEGORY	4 - Mastery	3 - Proficient	2 - Approaching Proficiency	1 - Not Yet Proficient
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Requirements	All of the written requirements (definitions of required words, specific examples, brochure format) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Accuracy	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Few supportive facts are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.
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Curriculum Sample Template

Grade Level	9	Content Area	Math
Course Title (grades 9–12 Only)	Algebra I		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction identified research-based programs. The curriculum developed is research-based and designed to teach and support a variety of learners. High school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Explain why the sum or product of two rational numbers are rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. (HS.N-RN.B.3)</p> <p>Reason abstractly and quantitatively. (HS.MP.2)</p> <p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Calculators</p> <p>Khan -Teaching the Properties of Rational and Irrational Numbers https://www.khanacademy.org/math/algebra/rational-and-irrational-numbers/alg-1-irrational-numbers/v/introduction-to-rational-and-irrational-numbers</p> <p>Whiteboards</p> <p>Each small group: the task sheet Always, Sometimes or Never True; a copy of the sheet Poster; headings, scissors, glue stick, large sheets of paper</p>		

Lesson <small>(add as needed)</small>	Instructional Strategies — <i>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.</i>	Student Activities — <i>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.</i>
1	<ol style="list-style-type: none"> 1. Pre-assess where the students are at individually with rational and irrational numbers. Hand out the worksheet Rational or Irrational, spend ten minutes on your own answering these questions. Show all calculations and reasoning on the sheet. I have calculators if you would like to use one. 2. Teacher collects the work and makes informal notes on the work revealing a summary of their difficulties. Identify a few questions that came to light due to the outcome of the assessment. 	<p>Students needs to reason abstractly and quantitatively to completed the problems.</p> <p>Students will construct viable arguments and critique the reasoning of others in complete sentences.</p> <p>Students complete the worksheet Rational or Irrational numbers in complete sentences.</p>
2	<ol style="list-style-type: none"> 1. Put the questions on the board at the beginning of class generated at the end of the last lesson. 2. Introduce the lesson by directing the students to recall their work with rational and irrational numbers including the list of questions located on the board. 3. Distribute the mini whiteboards, pens and erasers. 4. Write this statement on the board. The hypotenuse of a right triangle is irrational. 5. You'll be given a set of statements like this one. They are all about rational and irrational numbers. Your task is to decide whether the statement is always, sometimes or never true. 6. Ask the students to spend a few minutes working in pairs to find an example of a right triangle and show a calculation on their whiteboard of the length of the diagonal. For your triangle, was the hypotenuse an irrational number? So was this statement true or false for your triangle? Ask additional questions: What other side lengths could you try? How about working backwards? Choose a rational number for the hypotenuse and see what happens. What if the triangle has hypotenuse 5 units? What could the other side lengths be? Do you think this statement always sometimes or never true? 7. Now explore the reasoning involved in the task. What did you 	<p>Students work in pairs to find an example of a right triangle and show calculation on their whiteboards of the length of the diagonal.</p> <p>Organize now into collaborative groups of two or three. You are going to make a poster with three columns, 'Always True', 'Sometimes True', and 'Never True'. You will be given some statements to classify on your poster.</p>

	<p>need to do to show the statement was sometimes true? Find an example for which the statement is true and an example for which it is false. Some of the statements you will work with in this lesson are always or never true. What would you need to show to be sure that a statement is always true or never true? You're not expected to prove all the statements in this lesson. You do have to form conjectures, that is, decide what you think is correct with examples to support your conjecture. To show a statement is always/never true requires proof. Now summarize the task: Try out examples of different numbers until you form a conjecture about whether the statement is always, sometimes or never true. It's important to try lots of different examples. Write your number examples, your conjecture and your reasons for your conjecture on the task sheet.</p>	
3	<p>Teacher will direct students to pair up and formulate an example that illustrates the sum of an irrational and rational number is irrational, the product of two rational numbers is rational, or the product of a nonzero rational number and an irrational number is irrational.</p>	<p>Students will work together to provide an example for each case listed in the standard and will present to the rest of the class.</p>
4	<p>Teacher will provide one on one instruction to investigate rational and irrational numbers with students with students to support Tier II and III interventions.</p>	<p>Students will develop a deeper understanding of ratios and how numbers can be expressed rationally, if possible, and how they are expressed if they are irrational by exploring the different expressions for rational numbers and the limited expression for irrational numbers. Students will practice adding and multiplying rational and irrational numbers and comparing their answers to their inputs in each problem</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Summative Assessment 1 Students will answer the multiple-choice test in order to demonstrate mastery of HS. N.RN.B3. This assessment addresses the expectation of procedures and fluency with rational numbers. There are 10 questions on the assessment: 7 with statements about sums and products and 3 with examples of expressions or equations. The assessment will be administered in a classroom setting. Students will have 30 minutes to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 2 Students will complete the written assessment to demonstrate mastery of HS.N-RN.B.3. This assessment addresses the expectation of conceptual understanding of operations with rational and irrational numbers. Students will complete the two</p>

		<p>data charts: one for sums and one for products. Students will analyze the data in the charts and make conjectures regarding patterns in sums and products of rational and irrational numbers. The assessment will be administered in a classroom setting. Students will have 30 minutes to complete the assessment and will be allowed to use calculators. Proficiency will be determined by a score of 12 out of 16 points on the scoring guide.</p> <p>Summative Assessment 3 Students will complete the open-ended assessment to demonstrate mastery of HS. N-RN.B.3. This assessment addresses the expectation of application of operations with rational and irrational numbers. In this assessment, students generate sets of numbers to meet the conditions presented in geometric contexts of perimeter and area. Students will complete the assessment in 30 minutes working with a partner or independently. Students may use a calculator.</p>
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Summative Assessment Items and Scoring:

Summative Assessment 1 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.N-RN.B.3

Type of Assessment and Answer Key: Multiple-choice assessment with answer key embedded in questions (last 2 pages of document)

Acceptable score: Proficiency will be determined by a score of 70% or higher on the assessment (7 out of 10 questions correct).

- 0-4 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 5-6 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 7-8 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 9-10 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment 2 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.N-RN.B.3

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 12 out of 16 points on the scoring guide.

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Summative Assessment 2 Prompt

Complete the addition and multiplication tables. You may use a calculator if needed. Conjecture which statements are ALWAYS true, SOMETIMES true, and NEVER true. Support your statements with evidence from the patterns in the tables.

1. The sum of a rational number and a rational number is rational
2. The sum of a rational number and an irrational number is irrational

3. The sum of an irrational number and an irrational number is irrational
4. The product of a rational number and a rational number is rational
5. The product of a rational number and an irrational number is irrational
6. The product of an irrational number and an irrational number is irrational

COMPLETE USING ADDITION							COMPLETE USING MULTIPLICATION						
+	6	$\frac{1}{2}$	0	$\sqrt{2}$	$-\sqrt{2}$	π	X	6	$\frac{1}{2}$	0	$\sqrt{2}$	$\frac{1}{\sqrt{2}}$	π
6							6						
$\frac{1}{2}$							$\frac{1}{2}$						
0							0						
$\sqrt{2}$							$\sqrt{2}$						
$-\sqrt{2}$							$\frac{1}{\sqrt{2}}$						
π							π						

Summative Assessment 2 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
1. Complete the addition and multiplication tables. You may use a calculator if needed.	Completed addition table (2) Completed multiplication table (2)	____/4
2. Conjecture which statements are ALWAYS true, SOMETIMES true, and NEVER true. Support your statements with evidence from the patterns in the tables.	Provides a conjecture for each statement and evidence from the data. The sum of a rational number and a rational number is rational (2) The sum of a rational number and an irrational number is irrational (2) The sum of an irrational number and an irrational number is irrational (2) The product of a rational number and a rational number is rational (2) The product of a rational number and an irrational number is irrational (2) The product of an irrational number and an irrational number is irrational (2)	____/12
Total		____/16

Summative Assessment 3 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

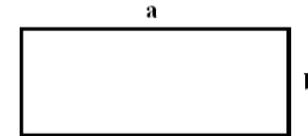
Standard Assessed: HS.N-RN.B.3

Type of Assessment and Scoring Guide: Open-ended assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 70% or higher on the assessment (10 out of 14 points on the scoring guide).

Summative Assessment 3 Prompt

Give values to “a” and “b” to make.....



1. the perimeter of the rectangle a rational number: a = _____ b = _____
2. the perimeter of the rectangle an irrational number: a = _____ b = _____
3. the area of the rectangle a rational number a = _____ b = _____
4. the area an irrational number: a = _____ b = _____
5. the perimeter of the rectangle rational and the area irrational: a = _____ b = _____
6. the perimeter of the rectangle irrational and the area rational: a = _____ b = _____
7. both the perimeter and the area of the rectangle irrational: a = _____ b = _____

Summative Assessment 3 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
1. Give values to “a” and “b” to make the statements true.	Provides values for “a” and “b” that make the statement true. The perimeter of the rectangle is a rational number. (2) The perimeter of the rectangle is an irrational number. (2) The area of the rectangle is a rational number. (2) The area of the rectangle is an irrational number. (2) The perimeter of the rectangle is rational and the area is irrational. (2) The perimeter of the rectangle is irrational and the area is rational. (2) Both the perimeter and area of the rectangle are irrational. (2)	_____/14
Total		_____/14

Summative Assessment #1 – Algebra

Read each question carefully.

1) Which of the following statements is correct?

- A) The quotient of two rational numbers can be irrational.
- B) The quotient of an irrational number and a rational number can be rational.
- C) The product of two rational numbers can be irrational.
- D) The product of an irrational number and a rational number can be rational.

3) If a is an irrational number, and $a + x$ is rational, what must be true about x ?

- A) $x = a$
- B) $x = 0$
- C) x is rational.
- D) x is irrational.

2) Which of the following statements is correct?

- A) The sum of two irrational numbers cannot be rational.
- B) The sum of a rational number and an irrational number cannot be rational.
- C) The quotient of a rational number and an irrational number cannot be irrational.
- D) The quotient of two rational numbers cannot be rational.

4) If n is a rational number, and $x + n$ is rational, what must be true about x ?

- A) $x \neq 0$
- B) $x \neq n$
- C) x is rational.
- D) x is irrational.

5) Which expression is irrational?

- A) $\sqrt{3} - 3 - \sqrt{3}$
- ✓ B) $-\sqrt{3} + 3\sqrt{3}$
- C) $(\sqrt{3})^2$
- D) $\frac{\sqrt{3}}{3\sqrt{3}}$

6) Which expression is rational?

- A) $\frac{1}{\sqrt{3}}$
- B) $\frac{3}{\sqrt{5}}$
- C) $\frac{5}{\sqrt{7}}$
- ✓ D) $\frac{7}{\sqrt{9}}$

7) Let a , b , c , and d be whole numbers not equal to zero. For which value of x can the equation be true?
 $\frac{a}{b} = \frac{c}{d}\sqrt{x}$

- A) 0
- B) 2
- ✓ C) 4
- D) 6

8) When is the following statement true?

The sum of two irrational numbers is irrational.

- A) always
- ✓ B) sometimes
- C) never

9) When is the following statement true?

The product of two rational numbers is irrational.

- A) always
- B) sometimes
- ✓ C) never

10) When is the following statement true?

The difference of a rational number and an irrational number is irrational.

- ✓ A) always
- B) sometimes
- C) never

Curriculum Sample Template

Grade Level	10	Content Area	English
Course Title (grades 9–12 Only)	English 10		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>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. (9-10.RL.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (M) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2) 		

Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<ul style="list-style-type: none"> • Copies of book, <i>Lord of the Flies</i> • Access to technology where students can do research on the internet. • Paper, notebooks, pencils, markers, and organizers provided by teacher. • Access to video of story, audio versions, and technology such as Smart boards.
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Lesson <small>(add as needed)</small>	Instructional Strategies— <i>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.</i>	Student Activities— <i>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.</i>
1	<p>1) Bell work- Display on Smart board the definition of characterization and define indirect and direct characterization. Monitor and answer clarifying questions as necessary.</p> <p>2) Ask students which characters in <i>Lord of the Flies</i> stand out the most in their minds and invite them to give reasons for choices. Then point out that some of the characters seem more part of a crowd than definite individuals. Others emerge clearly as the text develops and William Golding gradually unveils subtle dimensions of character and personality.</p> <p>3) Have students brainstorm their impressions of and responses to Simon. Where does he fit in the social fabric of the island? Does the novel present him in a positive or a negative light?</p> <p>Review or explain the difference between direct <u>characterization</u> (what the text explicitly states) and indirect characterization (what readers can infer from the text even though it is not directly stated). Provide one or two examples (e.g., an author can state that a character is dishonest (direct characterization) or can describe the</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will fill answer questions about which characters stand out and their reasons for that choice and write them in their notebooks.</p> <p>3) Students will write a well-crafted paragraph of their impressions and reactions to Simon answering the two questions with examples from the text.</p> <p>4) Students will write what the theme is in the novel and justify their answer. Students will consider how the theme is reflected in the development of the four main characters by brainstorming their thoughts now. They will use this for a later assignment.</p>

	character filching a wallet from someone’s pocket (indirect characterization). Stress that perceptive reading involves the recognition of what a text implies as well as of what it states directly.	
2	<p>1) Bell work- Display on Smart board a quote relating to good deeds and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary. Students will decide if Simon does good deeds or bad deeds according to the quote.</p> <p>2) Pass out a graphic organizer related to Simon and model for students working through the graphic organizer filling in what is directly said about Simon and what can be inferred from the text.</p> <p>3) Students will do a quick write to the prompt: How does Simon change over the course of the text? How do these changes contribute to the development of the theme?</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will copy teacher example. Working in groups of four, students will complete the process of what is said directly and indirectly about Simon for the remaining chapters.</p> <p>3) Students will do a quick write of 2-3 paragraphs, using their graphic organizer, to respond to the prompt: How does Simon change over the course of the text? How do these changes contribute to the development of the theme? Students will need to respond in academic language using the words direct characterization, indirect characterization, theme.</p>
3	<p>1) Direct instruction on introducing a topic. Students will be introduced to the formatting needed for MLA style. Give multiple examples of how to organize a more complex writing, how to utilize academic language and specifically relevant vocabulary and how to highlight connections in the text.</p> <p>2) Direct students in groups, to complete a graphic organizer for Ralph and Jack. Let students know that this information will be used to complete a writing assessment.</p>	<p>1) Students will take notes on how to introduce a topic. Students will take note of the examples for organization, vocabulary, and connections and add one way each could have been used in their quick write regarding Simon.</p> <p>2) Students complete graphic organizer for Ralph and Jack.</p>
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate</i>	<p>Reading: Students will analyze how characters develop over the course of a text, how they interact with other characters, and advance the plot or develop the theme Students will be assessed a number of different ways; examples include such creating posters based on a</p>

	<p><i>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>piece of literature, and writing an essay based on a prompt that is tied to a piece of literature. Students will be graded using rubrics, and students will be reading at grade level. This is much different than the previous grade common core standard in that the student must look deeply at theme and how character development propels theme, rather than looking at dialog and superficial development of characters.</p> <p>Writing: Students will produce clear and coherent introductions of ideas in which the development of writing conveys complex ideas. Students will also be tasked with using grade level appropriate and domain specific vocabulary. Students will be graded using a writing rubric. Examples of this include writing an essay and creating a written poster. This goes beyond previous grade level expectations for writing in that students effectively organize writing in such a way that it helps the reader to make connections.</p>
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Summative Assessment Items and Scoring:

Summative Assessment Item 1 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. **(9-10.RL.3)**

Summative Assessment Item 1: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **(9-10.W.2)**

(M) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(M) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Students will write an essay analyzing the development of the characters of Ralph and Jack. Students will outline how the characters change and impact each other using specific examples from the text. Students will explain how this develops the theme. Students will use MLA format as introduced in class and demonstrate the ability to succinctly introduce a topic, connect ideas, and utilize appropriate vocabulary.

Mastery will be a score of 20 with at least a score of 3 in each individual category. Students will be assessed using the rubric below:

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1- Not Yet Approaching Proficiency
Characterization	Both Ralph's and Jack's characterization is fully explained with multiple references to how they impact each other supported by text examples each time.	Both of the characters are fully explained with 2-3 references to how they impact each other supported by text examples.	One of the characters are fully explained with 2-3 references to how they impact each other supported by examples. OR there are few references to their impact on each other.	Neither character is fully explained or there are few references.
Impact on Theme	Both character's development on the theme is explained and explored in depth with text examples.	Both character's development on the theme is explained and explored with 1-2 text examples.	One character's development on the theme is explained and explored in depth with text examples. OR both are explained but there are no examples.	The theme is not explored or the character's development is not explained in relation to the theme.
Vocabulary	Vocabulary introduced in class is utilized both for academic language and for specifically taught vocabulary (direct & indirect characterization, theme).	Academic language is present but vocabulary usage may have 1 -2 mistakes.	Academic language is used improperly or not included so that it affects the reading of the essay.	Vocabulary is below grade level or an overly informal vocabulary is used.
Connections	Writing is organized and it is easy to see the connections between the	Writing is organized but it is not always clear what the connection is between the	Writing is organized in places but the connections generally are clear.	Writing is disorganized or the connections are missing.

	theme and the character development in the analysis.	theme and the character development.		
Introductions	The introductory paragraph is clear and introduces what is to follow succinctly following examples introduced in class.	The introductory paragraph is not clear and introduces what is to follow succinctly following examples introduced in class.	The introductory paragraph is clear and does not introduce what is to follow succinctly following examples introduced in class.	The introductory paragraph is not evident.
MLA Format	MLA is utilized in all places correctly.	MLA is utilized with 1-2 errors that do not distract from the meaning.	MLA is utilized with more than 2 errors or such that it detracts from the meaning.	MLA is not utilized correctly.

Summative Assessment Item 2 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. **(9-10.RL.3)**

Summative Assessment Item 2: Summative Assessment Item 1: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **(9-10.W.2)**

(M) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(M) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Students will write an analysis essay. Prompt: Many readers of Lord of the Flies interpret that Golding sees no hope for mankind. Many believe that Golding sees evil as an inborn trait of mankind. Write a paper that supports this statement by analyzing how the characters development over the course of the novel support the theme. Students will incorporate quotations, grade level ideas and content, and connections between book and writing; students will also use tier three, domain specific vocabulary.

Mastery is a score of 12 or higher based on the rubric below. Must get a 3 in each category.

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea but lacks clarity, focus and/or direction.	Weakly introduces a topic without a controlling idea that is unclear, unfocused and does not provide direction.
Organization	Explicitly organizes complex ideas to make important connections and distinctions. Consistently maintains a logical progression of ideas. Provides an explicit concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Organizes complex ideas to make important connections and distinctions. Maintains a logical progression of ideas. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Ideas lack organization to make important connections and distinctions. Logical progression of ideas is inconsistent. Concluding statement or section does not clearly follow from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Lack of organization makes connections unclear. Ideas do not progress logically. Lacks concluding statement.
Elaboration	Develops topic thoroughly by using a variety of well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level. Thoroughly and smoothly integrates text evidence using an appropriate style of citation. Consistently maintains a formal style and an objective tone.	Develops topic thoroughly by using well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level. Smoothly integrates text evidence using an appropriate style of citation. Establishes and maintains a formal style and an objective tone.	Partially develops topic. Use of well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level are inadequate. Integrates text evidence using an appropriate style of citation. Inconsistently establishes and maintains a formal style and an objective tone.	Topic is inadequately developed. Writing displays a lack of relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge. Text evidence is not included or not cited. Informal style.
Language & Vocabulary	Uses a variety of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Consistently establishes and maintains a formal style (e.g.,	Uses transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Establishes and maintains a formal style (e.g., essay, formal letter) and objective tone.	Inconsistent use of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Inconsistently maintains a formal style (e.g., essay, formal letter) and objective tone.	Little to no use of transitions to link sections and ideas. Repetitive syntax. Unable to identify or resolve complex usage issues.

Summative Assessment Item 3 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. (9-10.RL.3)

Summative Assessment Item 3: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

(M) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(M) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Select a key moment of at least two complex characters' development in the novel. In a five paragraph essay, demonstrate how this moment is significant to the development of the plot and/or theme. Your essay should include the following: first, describe the context. Second, state what Golding says directly about these characters – select appropriate quotations. Third, state what you can infer from the text about the characters' motivations and include evidence to support these inferences. In conclusion, explain how this moment advances the plot and/or theme of the novel. Use the assessment checklist to guide your writing.

Students will be assessed on the following checklist. Mastery is an answer of yes on 5 out of 5 items in the checklist below.

Checklist for “Lord of the Flies” Moment

Necessary Components	Yes	No
Identifies context in the novel		
The author’s direct characterization is detailed with quotations.		
Includes your inferences about characters motivations		
Inferences are supported with evidence		
Conclusion shows how this moment advances the plot and/or theme		

Curriculum Sample Template

Grade Level	10	Content Area	Math
Course Title (grades 9–12 Only)	Geometry		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	The Program of Instruction identified research-based programs that will meet a variety of learners and the curriculum developed is reached based and designed to teach and support a variety of learners. Higher school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. (HS.G-SRT.A.2)</p> <p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p> <p>Use appropriate tools strategically. (HS.MP.5)</p> <p>Look for and make use of structure. (HS.MP.7)</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Projector with programmed graphics</p> <p>Projectable coordinate plane</p> <p>White boards and markers for students</p> <p>Worksheets with practice problems</p>		

Lesson (add as needed)	Instructional Strategies — <i>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.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component</i>
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		<i>identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<ol style="list-style-type: none"> 1. Teacher will introduce lesson with differently sized triangles that have corresponding angle measures, but different corresponding side lengths. 2. Teacher will ask students to create ratios of corresponding sides for the triangles and reduce the fractions. 3. Teacher will ask students to define similarity based on their results. 	<p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p> <p>Use appropriate tools strategically. (HS.MP.5)</p> <p>Look for and make use of structure. (HS.MP.7)</p> <ol style="list-style-type: none"> 1. Students will create ratios out of corresponding sides for differently sized triangles with congruent, corresponding angle measures. 2. Students will reduce fractions and write a description of their findings. 3. Students will define similarity as the proportionality of corresponding pairs of sides based on these results.
2	<ol style="list-style-type: none"> 1. Teacher will present students will triangles that have only two corresponding angles of equal measure. 2. Teacher will ask students to determine if the triangles are similar based on the previous lesson. 3. Teacher will ask students to determine the requirements for similarity. 	<ol style="list-style-type: none"> 1. Students can work in pairs or groups of three to determine what requirements are necessary to determine if similarity is present. 2. Students will write an argument for the AA postulate for similarity and defend their argument by using evidence from the initial images presented by the teacher and/or by using evidence they have collected themselves.
3	<ol style="list-style-type: none"> 1. Teacher will present triangles with corresponding congruent angles and ask students to solve for missing side measures by setting up proportions of corresponding sides and solving for a missing value. 2. Teacher will present students with various scenarios involving whole number, decimal number, fraction values, and side lengths represented by expressions for corresponding side lengths in similar triangles. 	<ol style="list-style-type: none"> 1. Students will set up proportions and solve for missing values by comparing cross products for equivalence. 2. Students will use inverse operations as well as the distributive property to simplify and solve for missing values in proportions of corresponding triangle sides.
4	<ol style="list-style-type: none"> 1. Teacher will ask students to compare transformations of images on a coordinate plane to determine if the two figures are similar. 2. Teacher will ask students to identify the scale factor for the similar images. 	<ol style="list-style-type: none"> 1. Students will compare images in a coordinate plane for similarity and determine the scale factor for similar images. 2. Students will make predictions about the effects of a scale factor on area and perimeter. 3. Students will determine the new coordinates of a dilated figure, given a scale factor.
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate</i>	<p>Summative Assessment #1</p> <p>Students will answer the multiple-choice test in order to demonstrate mastery of HS.G-SRT.A.2. This assessment addresses the expectation of procedures and fluency with similar figures. The assessment includes questions about triangle similarity and solving for missing</p>

	<p><i>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>side lengths. Students will apply the definition of similarity and proportions to solve problems. Some of the questions provide labeled diagrams and others only a narrative. 6 of the questions are labeled diagrams of triangles, 2 with only numeric values and 4 with numeric values and expressions. 9 of the questions are in context; 2 are geometric contexts and 7 are real world contexts. The assessment will be administered in a classroom setting. Students will have a class period to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment. #2 Students will complete the written assessment providing answers to the open-ended prompt to demonstrate mastery of HS.G-SRT.A.2. This assessment addresses the expectation of conceptual understanding with similar figures. The assessment includes two parts: one about the definition of triangle similarity related to transformations and one about conditions necessary to prove similarity. Students will complete the assessment at the beginning of classes as a quiz and should complete the quiz in 15 minutes.</p> <p>Summative Assessment. #3 Students will develop a poster project to demonstrate mastery of HS.G-SRT.A.2. This assessment addresses the expectation of application with similar figures. In this assessment, students create a poster showing the application of a chosen method to generate similar triangles to calculate the height of a flagpole and justifying the accuracy of the results. Students will complete the poster project outside class time and will have one week to complete. Students may complete the project independently or with a partner. Students will complete a self-assessment and submit it with their poster.</p>
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Summative Assessment Items and Scoring:

Summative Assessment Item 1 Students will answer the multiple choice questions. (HS.G-SRT.A.2)

Type of Assessment and Answer Key: Multiple Choice Assessment with Answer Key Embedded in questions provided

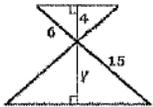
Mastery score: Proficiency will be determined by a score of 70% or higher on the assessment (11 out of 15 questions correct).

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support as needed
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment #1 – Geometry

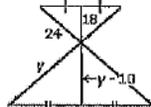
Read each question carefully.

1) What is the value of y ?



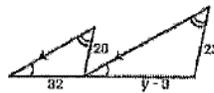
- ✓ A) 10
- B) 12
- C) 14
- D) 16

2) What is the value of y ?



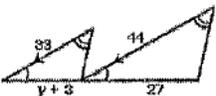
- A) 12
- B) 15
- C) 20
- ✓ D) 40

3) What is the value of y ?



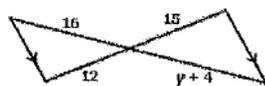
- A) 28,6
- B) 37
- C) 40
- ✓ D) 43

4) What is the value of y ?



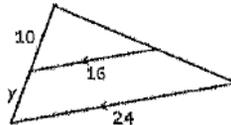
- ✓ A) 17,25
- B) 33
- C) 37
- D) 39

5) What is the value of y ?



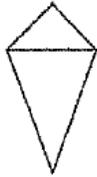
- A) 8,8
- ✓ B) 16
- C) 20
- D) 24

6) What is the value of y ?



- A) 25
- B) 15
- ✓ C) 5
- D) 2

- 7) A kite is constructed of two similar triangles. The bases of the two triangles are the same length. The sides have a ratio of 2:1. If the length of each side of the larger triangle is 30 inches, what is the length of each side of the smaller triangle?

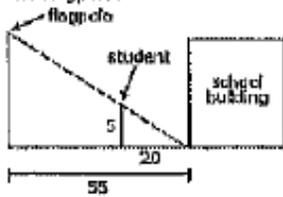


- A) 15 inches
B) 30 inches
C) 45 inches
D) 60 inches
- 8) Two cars start at the same point on a straight road and travel 8 miles in opposite directions. Both cars then turn left on a perpendicular road and travel 6 miles. What is the distance between the two cars?
- A) 10 miles
B) 16 miles
C) 18 miles
 D) 20 miles
- 11) A blueprint for a new house has a scale of 0.5 inch = 2 feet. If the fireplace in the house is 5 feet wide, how many inches long is the fireplace on the blueprint?
- A) 1.25 inches
B) 1.5 inches
C) 1.75 inches
D) 2.5 inches

- 9) If a 3-meter flagpole casts a 5-meter shadow, how tall is a nearby house that casts a 25-meter shadow?
- A) 10 meters
B) 12 meters
 C) 15 meters
D) 20 meters

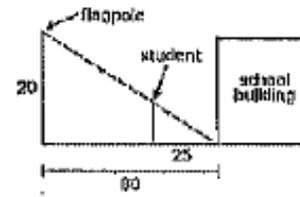
- 10) Two cars start at the same point on a straight road and travel 3 miles in opposite directions. Both cars then turn left on a perpendicular road and travel 4 miles. What is the distance between the two cars?
- A) 5 miles
 B) 10 miles
C) 14 miles
D) 25 miles
- 12) The shadow of an 8-foot-tall street sign is 10 feet. A parking meter nearby has a shadow of 60 inches. What is the height of the parking meter?
- A) 16 feet
B) 8 feet
C) 4.8 feet
 D) 4 feet

- 13) A flagpole is 55 feet away from the school building. A 5-foot tall student stands 20 feet away from the building. What is the height of the flagpole?



- A) 11.5 feet
 B) 12.25 feet
 C) 13 feet
 ✓ D) 13.75 feet

- 14) A 20-foot flagpole is 80 feet away from the school building. A student stands 25 feet away from the building. What is the height of the student?



- A) 5.5 feet
 ✓ B) 6.25 feet
 C) 7.25 feet
 D) 8.75 feet

- 15) In the figure shown below, triangle TUV is formed by joining the midpoints of the sides of equilateral triangle QRS . Triangle WXY is formed by joining the midpoints of the sides of triangle TUV .

If the area of triangle QRS is 80 square inches, what is the area of triangle WXY ?



- ✓ A) 5 square inches
 B) 10 square inches
 C) 15 square inches

Summative Assessment Item 2 Students will complete the written assessment providing answers to the open-ended prompt to demonstrate mastery of **HS.G-SRT.A.2**. This assessment addresses the expectation of conceptual understanding with similar figures. The assessment includes two parts: one about the definition of triangle similarity related to transformations and one about conditions necessary to prove similarity. Students will complete the assessment at the beginning of classes as a quiz and should complete the quiz in 15 minutes. (HS.G-SRT.A.2)

Type of Assessment and Scoring Rubric: Open-ended written assessment, prompt and scoring rubric provided below

Mastery score: Proficiency will be determined by a score of 70% or higher on the assessment (7 out of 10 points on the scoring rubric).

Summative Assessment #2 Prompt

Demonstrate your understanding of the concept of similarity by answering the following prompt. Provide a written explanation for each part. You may use diagrams and examples to support your explanations.

1. Define similarity of triangles and describe how transformations can be used to determine similarity.
2. Give three conditions necessary to prove that two or more triangles are similar.

Summative Assessment #2 Scoring Rubric

Prompt Part	Scoring Guide and Points Possible	Score
1. Define similar triangles and describe how transformations can be used to determine similarity.	Addresses relationship of angle measures (1) Addresses relationship of side lengths (1) Explains similarity in terms of translation, rotation, reflection, and dilation (4)	_____/6
2. Give three conditions necessary to prove that two or more triangles are similar.	Explains AAA (1) Explains SSS (1) Explains SAS (2)	_____/4
Total		_____/10

Summative Assessment Item 3 Students will develop a poster project to demonstrate mastery of **HS.G-SRT.A.2**. This assessment addresses the expectation of application with similar figures. In this assessment, students create a poster showing the application of a chosen method to generate similar triangles to calculate the height of a flagpole and justifying the accuracy of the results. Students will complete the poster project outside class time and will have one week to complete. Students may complete the project independently or with a partner. Students will complete a self-assessment and submit it with their poster. (HS.G-SRT.A.2)

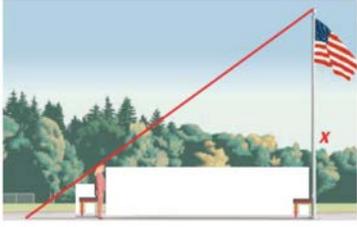
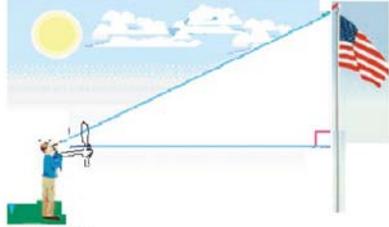
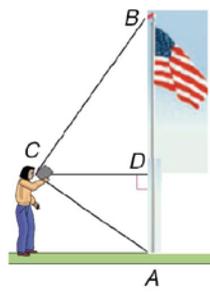
Type of Assessment and Scoring Rubric: Poster Project, prompt and scoring rubric provided below

Mastery score: Proficiency will be determined by a score of 70% or higher on the assessment (7 out of 10 points on the scoring rubric). Extension for the project can be provided by asking students to research another method for calculating the height of a flagpole or for calculating the height of the flagpole using two methods and comparing the results.

Summative Assessment #3 Prompt

Select 1 of the 3 methods to calculate the height of the flagpole. Create a poster explaining your selected method and showing the calculation of the height of the flagpole. Provide a diagram of the similar triangles created in your chosen method. Provide a statement and justification about your confidence in your results. Use the scoring guide to complete a self-assessment of your project and submit it with your poster.

METHOD 1 – SHADOWS	METHOD 2 – JD WILDE STICK	METHOD 3 – GEOMETRIC MEAN
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 <p>On a sunny day, hold a stick of known height such that shadow of the stick ends at the same place the flagpole's shadow ends. (The shadows of the tip of the stick and tip of the flagpole coincide.) The overlapping triangles are similar.</p>	 <p>Not to scale.</p> <p>Take a stick the length of your arm. Hold it out in front of you so that it forms a 45-45-90 right triangle, like in the picture (not drawn to scale). Hold your arm steady and parallel to the ground. Hold the stick steady and perpendicular to the ground. Move toward the flagpole such that the tip of the flagpole is aligned in your sight with the tip of the stick, forming similar triangles.</p>	 <p>Hold a book near your eye so that the base of the flagpole is in your line of sight (CA). Keep the base of the flagpole in your sight and move toward or away from the flagpole so that the tip of the flagpole is in line with the other edge of the cover (CB). This method is best done by using a tripod or other stationary device that holds the right angle (at C) in place.</p> <p>We all recognize three similar triangles (called the "geometric mean") in the figure to the left.</p> <p>By measuring any two distances, you can calculate the rest. You will measure the height of the corner of the book (DA), and the distance from the book to the flagpole (CD).</p>
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Summative Assessment #3 Scoring Guide

Prompt	Scoring Guide and Points Possible	Student Self-Assessment	Score
Select 1 of the 3 methods to calculate the height of the flagpole. Create a poster explaining your selected method and showing your calculation of the height of the flagpole. Provide an explanation of your confidence in your results.	Name 1 of the 3 methods to calculate the height of the flagpole or research an alternate method. Explain the selected method for calculating the height of the flagpole. (2)	____/2	____/2
	Draw a diagram of similar triangles created through the method. Label the diagram with the known measures. (3)	____/3	____/3
	Show calculation for height of the flagpole. Include knowns, proportion and units (3)	____/3	____/3
	Justify confidence in results. (2)	____/2	____/2
Total			____/10

Curriculum Sample Template

Grade Level	11	Content Area	English
Course Title (grades 9–12 Only)	English 11		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 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. (11-12.RI.6)</p> <p>(M) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (M) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (M) Use words, phrases, and clauses as well as varied syntax 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1) 		

<p>Materials/Resources Needed</p> <p><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i></p>	<p>Highlighters, copies of text-“A Date Which Will Live in Infamy”-Roosevelt and “A Great People Have Been Moved to Defend a Great Nation”- George W. Bush, “I Have a Dream” & “I Have Been to the Mountaintop” – Martin Luther King, Jr. and “The Gettysburg Address” – Abraham Lincoln, audio of speeches, paper, pencils, and access to technology.</p> <p>Youtube video: “I Have a Dream” speech</p> <p>Graphic organizer template for annotating “I Have a Dream” speech.</p> <p>Chart paper and markers</p>
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<p>Lesson n (add as needed)</p>	<p>Instructional Strategies—<i>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.</i></p>	<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>
<p>1</p>	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of speech and highlighters ensuring that each student has access to three colors.</p> <p>3) Use Smart board to project the speech “The Gettysburg Address” and model for students using highlighters how to highlight the speech analyzing it for rhetorical devices. One color for logos, another color for ethos, and the last color for pathos. Model how to underline emotive or powerful words. Include a think aloud regarding rhetorical devices and the appeal to action that they cause.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will choose three highlighters of different colors.</p> <p>3) Students will highlight speech while watching teacher highlight and explain the process.</p> <p>4) Work independently to highlight the remainder of the text looking ethos, logos, or pathos. Students will underline emotive words.</p> <p>5) Keep completed speech.</p>

	<p>4) Monitor students as they work highlighting the rest of the speech.</p> <p>5) Work with small groups as necessary to help and guide them.</p>	
2	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of the speech “I Have Been to the Mountaintop” by Martin Luther King, Jr. with the rhetorical devices highlighted. Project the speech on the Smartboard. Have students take turns reading the speech aloud.</p> <p>3) Hand out a skeleton model of notes for an essay analyzing this speech. Model for students crafting an essay analyzing the rhetorical devices used in the speech. Ensure there are claims and counterclaims that are well developed. Use connecting words, varied syntax and highlight these areas. Note for students how these words develop the relationship between claims and evidence.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students read the speech aloud.</p> <p>3) Student fill in the skeleton notes including definitions of words they don't know and examples of words that clarify the relationship between the claims and the evidence that supports the claims.</p>
3	<p>1) Provide background information about Dr. Martin Luther King Jr. famous speech, I Have a Dream, on August 28, 1963 to an audience of more than 200,000 people. Explain that these people had come from all over the United States to gather at the Lincoln Memorial in Washington D.C. for the March on Washington for Jobs and Freedom. 1963 was a time in American history that was characterized by many forms of racial discrimination and injustices in education, employment, housing, military service, and voting. There</p>	<p>1) Students will take notes on the background information.</p> <p>2) Students will pair up to discuss possible responses of King's audience and report out.</p>

	<p>were separate schools for white and black children, and many landlords refused to rent houses to black families, forcing them to live in poor and over-crowded neighborhoods. In the months leading up to the March on Washington, there was a lot of frustration at racial inequity in black communities. Demonstrations by African Americans and confrontation with police were common. By the end of the year, twenty thousand activists had been arrested and over nine hundred demonstrations had taken place in over one hundred cities.</p> <p>2) Based on this background knowledge, teacher will ask students to discuss King’s audience’s knowledge level, concerns, values, and possible biases at the time.</p> <p>3) Hand out copies of speech “I Have a Dream” speech which students will annotate as they watch the video.</p> <p>2) Supervise students as they craft an essay explaining how the rhetorical devices attempt to create a particular mood or move people to action.</p>	<p>3) Students annotate “I Have A Dream” speech and mark vocabulary or language that addresses audience’s knowledge level, concerns, values, and possible biases.</p> <p>4) Gallery walk – create four stations to represent possible audience responses reflecting: knowledge level, concerns, values, biases</p>
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Reading: Students will analyze an author’s ability to effectively use structure within their writing to argue a specific point of view with clear and coherent ideas. Students will take three assessments; examples might include the reading or recreation of two speeches. Students will be graded using rubrics, and students will be reading at grade level. This is much different than the previous grade common core standard in that the student must go beyond how effectively the author presents ideas and look closer at the structure of the ideas.</p> <p>Writing: Students will produce effective writing that produces well developed claims and counterclaims in a fair and thorough</p>

		<p>manner. Students will be assessed at grade level. This writing will be different than the previous grade level in that the writing requires additional layers of significance and requires the logical sequencing of the argument. Examples of assessment include rewriting a historical speech, and creating a presentation analyzing a historical speech. Each assessment will be graded on a rubric.</p>
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Summative Assessment Items and Scoring:

Summative Assessment Item 1: 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. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.
- 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will write a “Who Said It Better?” essay

Directions: Read through the speeches by George W. Bush and Franklin D. Roosevelt. In one paragraph, discuss how the speeches are similar, in terms of their social and political message, as well as tone (i.e. negative, positive, forceful, passive, use of imagery and metaphors) of the speech itself. In another paragraph, discuss how the speeches are different. They are both calling for action, but how do each of the men ask for the action to be carried out? Explain these differences. Also, discuss differences in the tone of the speech and the way language is used to create a particular mood in each. In a final paragraph, explain which speech you think is more effective and why.

You must include the following in your comparison.

- Word choice
- Emotive language

- Tone (formal vs. casual)
- Argumentation

Pathos, logos, ethos

Which is the better speech? Defend your choice with examples from both texts. (Hint: Define your terms. You will first need to determine the qualities that make a good speech, and then decide which one is better.)

Mastery: The mastery on this assessment would be a 3 (Proficient) on the categories of focus and elaboration with an overall score of at least 12 on the rubric below.

Rubric

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces precise, knowledgeable claim(s), establishes the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Effectively introduces precise, knowledgeable claim(s), establish the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Introduces precise claim(s), and knowledgeable claims but does not establish the significance or distinguish the claim from the counterclaim.	Weakly introduces a specific claim and does not acknowledge alternate or opposing claim(s) or distinguish between the two.
Organization	Consistently and effectively sequences claim(s), counterclaim(s), reasons and evidence. Explicitly creates cohesion and clarifies the relationships between claim(s)/reasons, between reasons/evidence, and between claims(s) and counterclaim(s). Provides an effective concluding statement/section that	Logically sequence claim(s), counterclaim(s), reasons and evidence. Creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s). Provides a concluding statement or section that follows and supports the argument presented.	Inconsistently sequence of claim(s), counterclaim(s), reasons and evidence. Inconsistently creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s).	Lacking sequence of claim(s), counterclaim(s), reasons and evidence. Lacks cohesion and clarity of the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s). No concluding statement is provided or is not tied to the argument.

	follows and supports the argument.		Concluding statement follows but does not support the argument presented.	
Elaboration	Effectively and consistently develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Frequently includes techniques such as metaphor, simile and analogy. Accurately anticipates audience's values and biases.	Develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Includes techniques such as metaphor, simile and analogy. Anticipates audience's values and biases.	Inconsistently develops claim(s) and counterclaim(s) fairly. Is not thorough in citing textual evidence and/or does not use appropriate format. Attempts to include techniques such as metaphor, simile and analogy. Misinterprets audience's values and biases.	Weakly develops claims(s) and counterclaim(s). Inadequate textual evidence inappropriately cited. Does not include techniques such as metaphor, simile and analogy. Writing does not demonstrate awareness of audience bias and values.
Language & Vocabulary	Explicitly uses words, phrases and clauses as well as varied syntax to link major sections of the text. Independently and accurately resolves issues of complex usage by consulting references.	Uses words, phrases and clauses as well as syntax to link major sections of the text. Resolves issues of complex usage by consulting references.	Limited or improper use of phrases and clauses as well as syntax to link major sections of the text. Identifies but is unable to resolve issues of complex usage issues without help.	No transition words, phrases or clauses. Repetitive syntax. Unable to identify or resolve complex usage issues.
Conventions	Effective and consistent use of the conventions of academic English including	Consistent use of the conventions of academic	Demonstrates limited command of the conventions of academic English including	Demonstrates many errors in conventions.
	hyphenation and varied syntax for effect.	English including hyphenation and varied syntax for effect.	hyphenation and syntax for effect.	

Summative Assessment Item 2: 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. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax 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.
- 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will analyze the two speeches. Choose a speech of your choice. The speech can be from any period in history, and relevant to any aspect of life, i.e. politics, war, sports, civil rights, education, religious, etc. and then write an essay analyzing which one has the better argument using claims, counter claims, evidence and reasons for which argument is the better argument. Ensure that there is a clear relationship between the claim and the reason, the reasons and evidence and how the claims and counterclaims can be resolved.

Mastery: The mastery of this assessment would be a score of at least 20 with at least a 3 in claims and counterclaims, evidence and reason, and cohesion and clarity.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims, or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization. Each paragraph flows smoothly and completely.	There are 1-2 errors that make it difficult to follow in the internal organization of the writing.	There are 3-4 errors that make it difficult to follow in the internal organization of the writing.	There are more than 4 errors that make it difficult to follow in the internal organization of the writing.

Relationships of Each Piece	Each piece makes clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	1-2 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	3-4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	More than 4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.

Summative Assessment Item 3: 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. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.

- 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Mastery: The mastery for this assessment would be a score of at least 22 with at least a 3 in speech, claims and counterclaims, evidence and reason, and cohesion and clarity.

Using one of the speeches discussed in class as a model, students will write a short speech on a topic of their choice. The speech should include samples of each rhetorical device. Students will then analyze their speech for the rhetorical devices discussed in class and discuss which device was most effective in their speech. Students will also provide counterclaims for the other devices and determine those devices' level of effectiveness.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims , or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization. Each paragraph flows smoothly and completely.	There are 1-2 errors that make it difficult to follow in the internal organization of the writing.	There are 3-4 errors that make it difficult to follow in the internal organization of the writing.	There are more than 4 errors that make it difficult to follow in the internal organization of the writing.
Relationships of Each Piece	Each piece makes clear the relationship of the claim,	1-2 pieces do not make clear the relationship of the claim,	3-4 pieces do not make clear the relationship of the claim,	More than 4 pieces do not make clear the relationship of the claim, counterclaim,

	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.
Speech	Student speech has examples of each rhetorical device used to a moving effect.	Students are missing 1 rhetorical device in their speech.	Students are missing 2 rhetorical devices.	Students don't show evidence of any of the rhetorical devices.

Curriculum Sample Template

Grade Level	11	Content Area	Math
Course Title (grades 9–12 Only)	Algebra II		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction identified research-based programs. The curriculum developed is research-based and designed to teach and support a variety of learners. High school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Build a function that models a relationship between two quantities. A2.F-BF.A.1a</p> <p>Write a function that describes a relationship between two quantities. Functions include linear, quadratic, exponential, polynomial, logarithmic, rational, sine, cosine, tangent, square root, cube root and piecewise-defined functions. Include problem-solving opportunities utilizing real-world context.</p> <p>(M) a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine function types using arithmetic operations and function composition.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>SMART board or other projector</p> <p>White boards and markers</p> <p>Graph paper</p>		

Lesson <small>(add as needed)</small>	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	<ol style="list-style-type: none"> Teacher will introduce function notation using a variety of contexts. Teacher will present linear relationships, such as the constant rate of change in terms of money earned hourly as it relates to time. Teacher will also present exponential relationships where change is not constant as in the case of compounded growth of value in an investment as it relates to time. Teacher will present contexts and ask students to write the functions that describe the relationships between variables included in the contexts. 	Make sense of problems and persevere in solving them. (HS.MP.1) Reason abstractly and quantitatively. (HS.MP.2) Model with mathematics. (HS.MP.4) Use appropriate tools strategically (HS.MP.5) Attend to precision. (HS.MP.6) Look for and make use of structure. (HS.MP.7) Look for and express regularity in repeated reasoning. (HS.MP.8) <ol style="list-style-type: none"> Students will evaluate functions when given values as inputs and will write functions when given contexts and variables.
2	<ol style="list-style-type: none"> Teacher will present sequences of numbers or images and ask students to determine the next term in the sequence or next image in the set of images. For instance, the numbers 1, 5, 9, 13, or a set of images consisting of one dot, then five dots, then nine, and thirteen. Teacher will ask students to pair up and produce evidence of their thought processes. Teacher will present explicit as well as recursive sets of numbers/images, and have students work together to write functions to describe them. 	<ol style="list-style-type: none"> Students will work together to construct functions, using function notation, that describe sets of numbers or images, as well as to calculate any future number in a sequence. Students will document their steps taken and will present to the class their results. Students will work on explicit as well as recursive sets.
3	<ol style="list-style-type: none"> Teacher will present contexts in which linear and exponential functions are combined by modeling and using the following real-world example: If Sofia has a part-time job during her Senior year earning \$10 per hour for 10 hours per week and invested 20% of her wages at a 5% return, how much would Sofia have saved at the end of the school year? Teacher will model the problem on the board. In this and other examples teacher will demonstrate the linear relationship between money earned per hour added to the net result of a compound investment over time and how it can determine final value. 	<ol style="list-style-type: none"> Students will use real-world application when solving the following problem: Choose your favorite store and imagine you are working there 10 hours per week after school. You will earn \$11 per hour and you will invest 15% of your wages at a 3% interest rate. How much will you have saved at the end of 10 months?

<p>4</p>	<p>1. Teacher will present contexts where functions are composed. For instance, the relationship between time and temperature as it may relate to energy and temperature in a particular context.</p>	<p>1. Students will collaborate to solve a Sample Problem such as: Cooling a cup of tea. Let's say that we have 250mL of hot tea which we would like to cool down before we try to drink it. The tea is currently at 370 K, and we'd like to cool it down to 350 K. How much thermal energy has to be transferred from the tea to the surroundings to cool the tea?</p>
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Summative Assessment 1 Students will answer the multiple-choice assessment in order to demonstrate mastery of A2.F-BF.A.1a. This standard will address the expectation that students will write a function that describes a relationship between two quantities. There are 15 questions on the assessment: 4 questions where students create an explicit equation from an input/output table, 5 questions with recursive formulas, 1 contextual problem, and 5 questions involving combinations of functions. Acceptable score: Proficiency will be determined by a score of 10 out of 14 questions correct. The assessment will be administered in a classroom setting. Students will have one class period to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 2 Students will complete the written assessment to demonstrate mastery of A2.F-BF.A.1a. This assessment addresses the expectation of application of writing and representing a function that describes a relationship between two quantities. Students will create a table, write a formula, create a graph, and apply the formula to solve problems. Proficiency will be determined by a score of 7 out of 10 points on the scoring guide described below. The assessment will be administered in a classroom setting. Students will have 30 minutes to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 3 Students will complete a problem-solving summary to demonstrate mastery of A2.F-BF.A.1a. This assessment addresses the expectation of conceptual understanding and application of writing a function that describes a relationship between two</p>

		quantities. Students will choose a scenario, summarize the details of the problem, explain their solution and strategy for solving the problem, and explain why their solution is reasonable. Students will complete the assessment in a class period with a partner or individually. Students may use a calculator or other technology.
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Summative Assessment Items and Scoring:

Summative Assessment 1 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standards Assessed: **A2.F-BF.A.1a and**

Type of Assessment and Answer Key: Multiple-choice assessment with answer key embedded in questions (last 3 pages of document)

Acceptable score: Proficiency will be determined by **a score of 10 out of 14 questions correct.**

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment 2 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standards Assessed: **A2.F-BF.A.1a**

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score **of 8 out of 10 points on the scoring guide.**

Summative Assessment 2 Prompt

A rider mower is purchased in 2010 for \$2,500. Each year, the value of the mower decreases by 15%.

1. Create a table to show the value of the rider mover in the first 5 years.
2. Write an explicit formula for the value of the rider mower in year n.
3. What will the value of the rider mower be in year 10?
4. How long will it take for the mower to be worth only \$1000?
5. Create a graph of the sequence on graph paper.

Summative Assessment 2 Scoring Guide **8 out of 10 points on the scoring guide**

Prompt Part	Scoring Guide and Points Possible	Score
Create a table to show the value of the rider mover in the first 5 years.	Creates a table listing year 1 through year 5 in the input column and the correct calculation for the value of the mower in the output column. 1, \$2500; 2, \$2125; 3, \$1806; 4, \$1535; 5, \$1305	_____/2
Write an explicit formula for the value of the rider mower in year n.	Creates an explicit formula for the value of the rider mower. The equation is as listed below or an equivalent equation. $A_n = 2500 * (0.85)^{(n-1)}$	_____/2

What will the value of the rider mower be in year 10?	Uses the formula, table, or recursive calculation to determine the value of the mower in year 10. The value is rounded to \$579.	_____/2
How long will it take for the mower to be worth only \$1000?	Uses the formula, table, or other calculation to determine when the value of the mower will be \$1000. The value of the mower will become less than \$1000 between year 6 and year 7. The exact value is 6.64 years or 6 years and 233 days.	_____/2
Create a graph of the sequence on graph paper.	Sets up coordinate grid with appropriate x and y values, plots points, and graphs function as a continuous function.	_____/2
Total		_____/10

Summative Assessment 3 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standards Assessed: A2.F-BF.A.1a

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 11 out of 15 points on the scoring guide. Each complete response is worth 5 points. Each component of the response is worth 1 or 2 points. Partial credit is possible.

Summative Assessment 3 Prompt

Choose one of the following three problems. Work with a partner to complete a problem solving summary that includes:

1. Summary of what is going on in the problem. This should include a discussion of the number of individual deposits or withdrawals, the appropriate interest rate, the number of compounding periods, and how often the interest is compounded.
2. The solution strategy chosen and how you knew it was a good choice
3. The answer and how you knew it was reasonable.

<p>Future Value of Periodic Savings</p> <p>Suppose your bank is offering an account that pays 2.5% per annum compounded annually. You deposit \$1200 each year on Valentine's Day for 5 years. You will make your first deposit on February 14th 2014. How much money will you have on February 13th of 2020? That is, what is the future value of this investment?</p>	<p>Determining Monthly Payment</p> <p>Mimi wants to set up an investment plan that allows her to give her newborn granddaughter, Sophie, \$16,000 on her 16th birthday. On the day her daughter is born, she starts making equal monthly payments into an account that pays 8.4% per year compounded monthly. The last payment will be made on the day Sophie turns 16. How much will Mimi need to put away each month to make this happen?</p>	<p>Car Loan Payment</p> <p>Alex wants to buy a car but does not have enough cash to buy it outright. He decides to finance the car by taking out a \$30,000 loan. Alex can comfortably afford to pay \$400 each month towards paying off the loan. How for how long will he have to continue making these monthly payments to pay off the loan? Assume that the lowest interest rate he can get is 8.4% annual interest, compounded monthly.</p>
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Summative Assessment 3 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
What is going on in the problem?	Students break down problem into its components (1point). Students show their understanding of the individual deposits or withdrawals (1point), interest rates (1point), number of compounding periods (1point), and frequency of compounding (1point).	_____/5 Partial credit possible

Solution strategy and rationale	Students explain their solution strategy (2 points) and why the strategy will work (2points). Students use formulas, tables, graphs, or other strategies (1point).	_____/5 Partial credit possible
Solution and why it is reasonable	Students determine a solution (2points) and are able to justify why it is reasonable (2points). Students may calculate the solution in multiple ways to check their work (1 point).	_____/5 Partial credit possible
Total		_____/15

SUMMATIVE ASSESSMENT #1

Acceptable score: Proficiency will be determined by a score of 10 out of 14 questions correct.

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment #1

Read each question carefully.

1) Which rule was used to create the Input/output model?

Input x	Output y
-4	-6
-1	-3
1	-1
3	1

- ✓ A) $y = x - 2$
 B) $y = x + 2$
 C) $y = -2x$
 D) $2x = y$

2) Which rule was used to create the Input/output model?

Input x	Output y
2	-8
1	-4
-3	12
-5	20

- A) $y = 4x$
 ✓ B) $y = -4x$
 C) $y = x - 10$
 D) $y = x + 25$

3) Which rule was used to create the input/output model?

Input x	Output y
1	3
2	6
3	9
4	12

- A) $y = x + 2$
- B) $x = y + 2$
- C) $y = 3x$
- D) $3y = x$

5) 1, 5, 17, 53 is a pattern derived from the following formula. What is the value of the 5th term in the sequence?

$$a_n = 3a_{n-1} + 2$$

- A) 163
- B) 161
- C) 159
- D) 156

7) 120, 70, 45, 32.5 is a pattern derived from the following formula. What is the value of the 5th term in the sequence?

$$a_n = \frac{a_{n-1} + 20}{2}$$

- A) 20.625
- B) 21.25
- C) 22.5
- D) 26.25

4) Which rule was used to create the input/output model?

Input x	Output y
4	16
3	9
2	4
1	1

- A) $y = x + 12$
- B) $y = \sqrt{x}$
- C) $y = x^2$
- D) $y = 4x$

6) In each of the months of January and February, a company was using 60% of the concentrate available in storage at the beginning of the month. At the end of each month, the company supplemented 150 gallons of concentrate. At the beginning of March, the company had 500 gallons of concentrate in storage. How many gallons of concentrate did it have at the beginning of January?

- A) 732
- B) 746
- C) 1,813
- D) 2,600

8) 0, -3, -10, -93 is a pattern derived from the following formula. What is the value of the 5th term in the sequence?

$$a_n = 5a_{n-1} - 3$$

- A) -468
- B) -678
- C) 1,393
- D) 2,393

- 9) Ms. Lucie grew 12 carrots with her plants the first year. Each year she grew 15 more carrots than the previous year. She wrote a formula to determine how many carrots she will grow in the next few years. The formula is shown below.

$$a_n = 12 + 15(n - 1)$$

Which formula is equivalent to the one Ms. Lucie wrote?

- A) $a_1 = 12, a_n = 15a_{n-1}$
B) $a_1 = 15, a_n = a_{n-1} + 12$
✓ C) $a_1 = 12, a_n = a_{n-1} + 15$
D) $a_1 = 15, a_n = 12a_{n-1}$

Which expression represents $f(x) + g(x)$

11)

If $f(x) = 2x - x^2$ and $g(x) = 2x^2 + 3x - 4$?

- ✓ A) $x^2 + 5x - 4$
B) $3x^2 + 5x - 4$
C) $x^2 + 5x + 4$
D) $3x^2 + 5x + 4$

13) Which expression represents $g(f(x))$

If $f(x) = 2x^2 + 3$ and $g(x) = x - 5$?

- A) $2x^3 - 10x^2 + 3x - 15$
B) $2x^2 - 20x + 53$
✓ C) $2x^2 - 2$
D) $2x^2 - 47$

- 10) If $f(x) = 3(x - 1)(x + 3)$ and $g(x) = 3(x - 1)(x - 3)$, which is an equivalent form of $f(x) - g(x)$?

- A) 6
B) $3(x - 1)$
✓ C) $18(x - 1)$
D) $6x(x - 1)$

Which expression represents $f(x) - g(x)$

12)

If $f(x) = 2x^2 - 3x - 8$ and $g(x) = -2x^2 + 3x + 8$?

- A) 0
B) $-6x - 16$
C) $4x^2$
✓ D) $4x^2 - 6x - 16$

14) What is $f(g(3))$ if $f(x) = x^2 - 4$ and $g(x) = 2x + 4$?

- A) 14
B) 15
C) 50
✓ D) 96

Curriculum Sample Template

Grade Level	12	Content Area	English
Course Title (grades 9–12 Only)	English 12		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 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. (11-12.RI.6)</p> <p>(M) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. (M) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. (M) Use words, phrases, and clauses as well as varied syntax 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1) 		

Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Highlighters, copies of text-“The Ballot or the Bullet”-Malcolm X and “I Have a Dream”-Martin Luther King Jr., “The Man with Muck-rake” by Theodore Roosevelt, “Remarks at Brandenburg Gate” by Ronald Reagan audio of speeches, paper, pencils, and access to technology.
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Lesson <small>(add as needed)</small>	Instructional Strategies — <i>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.</i>	Student Activities — <i>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.</i>
1	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of speech and highlighters ensuring that each student has access to three colors.</p> <p>3) Use Smart board to project the speech “The Man with the Muck-rake” and model for students using highlighters how to highlight the speech analyzing it for rhetorical devices. Spend considerable time modeling a think aloud regarding bias and highlighting how the specific word choice impacts whether something is appealing to the rhetorical devices. One color for logos, another color for ethos, and the last color for pathos. Model how to underline emotive or powerful words. Have students note potential bias in the margin.</p> <p>4) Monitor students as they work highlighting the rest of the speech.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will choose three highlighters of different colors.</p> <p>3) Students will highlight speech while watching teacher highlight and explain the process.</p> <p>4) Work independently to highlight the remainder of the text looking ethos, logos, or pathos. Students will underline emotive words. Note in margins potential areas of bias.</p> <p>5) Keep completed speech.</p>

	5) Work with small groups as necessary to help and guide them.	
2	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of speech “Remarks at Brandenburg Gate” by Ronald Reagan and highlighters ensuring that each student has access to three colors. Monitor as students</p> <p>3) Hand out a skeleton model of notes for an essay analyzing this speech. Model for students crafting an essay analyzing the rhetorical devices used in the speech. Ensure there are claims and counterclaims that are well developed. Use connecting words, varied syntax and highlight these areas. Notate for students how these words develop the relationship between claims and evidence. Analyze Reagan’s beliefs, biases, and rhetorical style and how it relates to this speech.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will choose three highlighters of different colors.</p> <p>3) Students will fill out skeleton notes for the essay and keep for a model on the assessment.</p>
3	3) Supervise students as they craft a paragraph explaining how the rhetorical devices attempt to create a particular mood or move people to action. Students will also identify areas of bias and how that could have been addressed while still employing the rhetorical devices.	3) Students will craft a paragraph explaining how the rhetorical devices and choice of words create a particular mood or move people to action. Students will also identify areas of bias and how that could have been addressed while still employing the rhetorical devices.
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components</i>	<p>Reading: Students will analyze an author’s use of point of view in its ability to persuade the reader. Students will take three assessments; examples might include the reading speeches and analyzing for power and persuasive ability. Students will be graded using rubrics, and students will be reading at grade level. This is much</p>

	<p><i>identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>different than the previous grade common core standard in that the student must look at more than the rhetoric, but analyze the power, persuasiveness, and beauty of the text.</p> <p>Writing: Students will produce effective writing that produces well developed claims and counterclaims in a fair and thorough manner. Students will be assessed at grade level. This writing will be different than the previous grade level in that the writing requires additional layers of significance and requires the logical sequencing of the argument. Examples of assessment include rewriting a historical speech, and creating a presentation analyzing a historical speech. Each assessment will be graded on a rubric.</p>
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Summative Assessment Items and Scoring:

Summative Assessment Item 1: 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. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.
- 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will write a “Who Said It Better?” essay

Directions: Read through the speeches Malcolm X and Martin Luther King, Jr. In one paragraph, discuss how the speeches are similar, in terms of

their social and political message, as well as tone (i.e. negative, positive, forceful, passive, use of imagery and metaphors) of the speech itself. In another paragraph, discuss how the speeches are different. They are both calling for action, but how do each of the men ask for the action to be carried out? Explain these differences. Also, discuss differences in the tone of the speech and the way language is used to create a particular mood in each. Identify areas where bias can impact each speech. In a final paragraph, explain which speech you think is more effective and why.

You must include the following in your comparison.

- Word choice
- Emotive language
- Tone (formal vs. casual)
- Argumentation

Pathos, logos, ethos

Which is the better speech? Defend your choice with examples from both texts. (Hint: Define your terms. You will first need to determine the qualities that make a good speech, and then decide which one is better.)

Mastery: The mastery on this assessment would be a score of 15 on the rubric below with at least a 3 in focus, organization, and elaboration.

Rubric

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces precise, knowledgeable claim(s), establishes the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Effectively introduces precise, knowledgeable claim(s), establish the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Introduces precise claim(s), and knowledgeable claims but does not establish the significance or distinguish the claim from the counterclaim.	Weakly introduces a specific claim and does not acknowledge alternate or opposing claim(s) or distinguish between the two.
Organization	Consistently and effectively sequences claim(s), counterclaim(s), reasons and evidence. Explicitly creates cohesion and clarifies the relationships between claim(s)/reasons, between reasons/evidence, and between claims(s) and counterclaim(s).	Logically sequence claim(s), counterclaim(s), reasons and evidence. Creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s). Provides a concluding	Inconsistently sequence of claim(s), counterclaim(s), reasons and evidence. Inconsistently creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s).	Lacking sequence of claim(s), counterclaim(s), reasons and evidence. Lacks cohesion and clarity of the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s).

	follows and supports the argument.		Concluding statement follows but does not support the argument presented.	
Elaboration	Effectively and consistently develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Frequently includes techniques such as metaphor, simile and analogy. Accurately anticipates audience's values and biases.	Develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Includes techniques such as metaphor, simile and analogy. Anticipates audience's values and biases.	Inconsistently develops claim(s) and counterclaim(s) fairly. Is not thorough in citing textual evidence and/or does not use appropriate format. Attempts to include techniques such as metaphor, simile and analogy. Misinterprets audience's values and biases.	Weakly develops claims(s) and counterclaim(s). Inadequate textual evidence inappropriately cited. Does not include techniques such as metaphor, simile and analogy. Writing does not demonstrate awareness of audience bias and values.
Language & Vocabulary	Explicitly uses words, phrases and clauses as well as varied syntax to link major sections of the text. Independently and accurately resolves issues of complex usage by consulting references.	Uses words, phrases and clauses as well as syntax to link major sections of the text. Resolves issues of complex usage by consulting references.	Limited or improper use of phrases and clauses as well as syntax to link major sections of the text. Identifies but is unable to resolve issues of complex usage issues without help.	No transition words, phrases or clauses. Repetitive syntax. Unable to identify or resolve complex usage issues.
Conventions	Effective and consistent use of the conventions of academic English including	Consistent use of the conventions of academic	Demonstrates limited command of the conventions of academic English including	Demonstrates many errors in conventions.
	hyphenation and varied syntax for effect.	English including hyphenation and varied syntax for effect.	hyphenation and syntax for effect.	

Summative Assessment Item 2: 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. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.
- 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.

e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will analyze a major historical figure. Choose one person and research that person and their beliefs, their rhetorical style, and any fallacies or bias that person may have had. The person can be from any period in history, and relevant to any aspect of life, i.e. politics, war, sports, civil rights, education, religious, etc. Students will analyze one speech from this political activist and write an essay detailing how the individual's beliefs, rhetorical style and biases affected the impact of the speech. Students are expected to provide claims and counterclaims with evidence and reasoning. In addition, students are to model the in-class essay in creating cohesion and clarifying relationships between claims. Writing is expected to demonstrate a full understanding of MLA as demonstrated in the class example.

Mastery: The mastery of this assessment would be a 21 on the rubric below with at least a 3 claims and counterclaims; historical figure; & cohesion and clarity.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims, or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Historical Figure	The historical figure is fully explained including the rhetorical devices used, the beliefs and biases that impacted the reception of the speech are included.	The historical figure is fully explained including the rhetorical devices used, but the beliefs and biases that impacted the reception of the speech may not be complete.	Some of the historical figure's rhetorical devices are left out but the beliefs and biases of the figure are complete.	The rhetorical devices are left out OR the beliefs and biases are left out OR both are incomplete.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization.	There are 1-2 errors that make it	There are 3-4 errors that make it	There are more than 4 errors that

	Each paragraph flows smoothly and completely.	difficult to follow in the internal organization of the writing.	difficult to follow in the internal organization of the writing.	make it difficult to follow in the internal organization of the writing.
Relationships of Each Piece	Each piece makes clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	1-2 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	3-4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	More than 4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.

Summative Assessment Item 3: 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. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.

- 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will analyze a speech from 20th or 21st century to see what rhetorical strategies are incorporated. Students will include an analysis of the biases or beliefs that impacted the reception of the speech. Students are expected to provide claims and counterclaims with evidence and reasoning. In addition, students are to model the in-class essay in creating cohesion and clarifying relationships between claims. Writing is expected to demonstrate a full understanding of MLA as demonstrated in the class example.

Mastery of this assessment is 24 points on the rubric below or 23 with a “3” in MLA form and style.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims, or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization. Each paragraph flows smoothly and completely.	There are 1-2 errors that make it difficult to follow in the internal organization of the writing.	There are 3-4 errors that make it difficult to follow in the internal organization of the writing.	There are more than 4 errors that make it difficult to follow in the internal organization of the writing.
Relationships of Each Piece	Each piece makes clear the relationship of the claim,	1-2 pieces do not make clear the relationship of the claim,	3-4 pieces do not make clear the relationship of the claim,	More than 4 pieces do not make clear the relationship of

	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	the claim, counterclaim, evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.

Curriculum Sample Template

Grade Level	12	Content Area	Math
Course Title (grades 9–12 Only)	Statistics		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	The Program of Instruction identified research-based programs. The curriculum developed is research-based and designed to teach and support a variety of learners. High school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation (HS.S-IC.A.2)</p> <p>Make sense of problems and persevere in solving them. (HS.MP.1)</p> <p>Reason abstractly and quantitatively. (HS.MP.2)</p> <p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p> <p>Model with mathematics. (HS.MP.4)</p> <p>Use appropriate tools strategically (HS.MP.5)</p> <p>Attend to precision. (HS.MP.6)</p> <p>Look for and make use of structure. (HS.MP.7)</p> <p>Look for and express regularity in repeated reasoning. (HS.MP.8)</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Six sided dice enough for the class</p> <p>Playing cards</p> <p>Pennies or other coins</p> <p>SMART board</p> <p>Student access to computers</p>		

Lesson <small>(add as needed)</small>	Instructional Strategies — <i>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.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	1. Teacher will present independent and dependent events and demonstrate how to calculate the basic and compound probability of events.	Make sense of problems and persevere in solving them. (HS.MP.1) Reason abstractly and quantitatively. (HS.MP.2) Construct viable arguments and critique the reasoning of others. (HS.MP.3) Model with mathematics. (HS.MP.4) Use appropriate tools strategically (HS.MP.5) Attend to precision. (HS.MP.6) Look for and make use of structure. (HS.MP.7) Look for and express regularity in repeated reasoning. (HS.MP.8) <ol style="list-style-type: none"> Students will practice calculating the basic and compound probability of independent and dependent events.
2	<ol style="list-style-type: none"> Teacher will introduce mutually exclusive and inclusive events. Teacher will ask students to generate examples of each and calculate the theoretical probability for each. 	<ol style="list-style-type: none"> Students will work independently or in pairs to generate examples of mutually inclusive and exclusive events. Students will calculate the theoretical probability for each.
3	<ol style="list-style-type: none"> Teacher will present scenarios of mutually exclusive events (events whose outcomes are one or another, but not both). Teacher will ask students to make predictions about the outcomes of those mutually exclusive events. Teacher will have students determine if those outcomes are sometimes, always, or never the case for each scenario. Teacher will ask students to write an essay comparing and contrasting experimental and theoretical probability of mutually exclusive events. 	<ol style="list-style-type: none"> Students will examine different mutually exclusive events and compare them to the theoretical probability of particular outcomes. Students will determine if the theoretical probability for those scenarios are sometimes, always, or never the same as the experimental probability of those outcomes.
4	<ol style="list-style-type: none"> Teacher will have students work in pairs or groups of three to design an experiment to compare the theoretical probability to the experimental probability of mutually exclusive events. Teacher will instruct students to collect their findings by testing the outcomes not fewer than fifty times, collecting their data in a table, comparing that data to the theoretical probability of that scenario, and writing an analysis comparing their data to the theoretical 	<ol style="list-style-type: none"> Students will select an event to test against the theoretical probability of particular outcomes. Students will perform their experiment and write an analysis of their findings.

	probability for their chosen event.	
S.A.	<p>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>Summative Assessment 1 Students will answer the multiple-choice assessment in order to demonstrate mastery of HS.S-IC.A.2. This assessment addresses the expectation of procedures and fluency with determining if a model is consistent with a data set. There are 15 questions on the assessment: 5 questions about the law of large numbers, 5 questions about theoretical probability, 3 questions about experimental probability, and 2 questions with a comparison of theoretical and experimental probability. Acceptable score: Proficiency will be determined by a score of 11 out of 15 questions correct. The assessment will be administered in a classroom setting. Students will have one class period to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 2 Students will complete the written assessment to demonstrate mastery of HS.S-IC.A.2. This assessment addresses the expectation of conceptual understanding of modeling probabilities. Students will explain mutually exclusive and inclusive events and describe the difference between theoretical and experimental probability and scenarios where they are the same and different. Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.</p> <p>Summative Assessment 3 Students will complete a simulation to demonstrate mastery of HS.S-IC.A.2. This assessment addresses the expectation of application of building a model consistent with an expected result. Students will chose a scenario, describe and run a simulation, and provide justification for the approach and its accuracy. Students will complete the assessment in a class period with a partner or individually. Students may use a calculator or other technology. Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.</p>

Summative Assessment Items and Scoring:

Summative Assessment 1 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: **HS.S-IC.A.2**

Type of Assessment and Answer Key: Multiple-choice assessment with answer key embedded in questions (last 3 pages of document)

Acceptable score: Proficiency will be determined by a score of 11 out of 15 questions correct.

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment Item 2 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.S-IC.A.2

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.

Summative Assessment 2 Prompt

Demonstrate your understanding of the concept of probability by answering the following prompt. Provide a written explanation for each part. You may use diagrams and examples to support your explanations.

1. Write a description of mutually exclusive events and give an example.
2. Write a description of mutually inclusive events and give an example.
3. Describe the difference between theoretical probability and experimental probability and include an instance where the two are always the same, sometimes the same, or never the same.

Summative Assessment 2 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
Mutually exclusive events	Description of mutually exclusive events Example of mutually exclusive events	_____/2
Mutually inclusive events	Description of mutually inclusive events Example of mutually inclusive events	_____/3
Difference between theoretical and experimental probability	Explain difference between theoretical and experimental probability Instance where the two are always the same Instance where the two are sometimes the same Instance where the two are never the same	_____/5
Total		_____/10

Summative Assessment Item 3 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.S-IC.A.2

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.

Summative Assessment 3 Prompt

Choose one of the following three scenarios or a different scenario of your choosing. Work with a partner to create and run a simulation for the scenario. Include a description of the simulation you have created and the results of running the simulation. Provide a justification of the approach and accuracy.

Create a simulation to model the reproduction of a population of birds over ten years if 25% of the original population are unable to reproduce and there is one reproductive cycle each year.	Create a simulation to model the chance of the next 8 customers buying a specific brand of cell phone from a store with 5 different brands of phones.	Create a simulation to model assigning 50 plants to groups to receive either an experimental fertilizer, standard fertilizer or no fertilizer.
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Summative Assessment 3 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
Describe a simulation for the scenario	Choose or list a scenario Describe a simulation for the scenario and any tools that will be used to create the simulation	_____/2
Run the simulation	Run the simulation and summarize the results	_____/5
Justify the approach to the simulation and accuracy	Write a justification for the approach to the simulation Write a statement about the accuracy of the simulation and why it is adequate to model the scenario	_____/3
Total		_____/10

Summative Assessment #1 – Stats

Read each question carefully.

- 1) The table below shows the number of times a coin was flipped by each group. Which group will most likely find results tending towards the theoretical probability of flipping a coin?

Group	# of flips
A	25
B	60
C	300
D	150

- A) Group A
- B) Group B
- ✓ C) Group C
- D) Group D

- 2) The table below shows the number of times a number cube was rolled by each group. Which group will most likely find results tending towards the theoretical probability of rolling a number cube?

Group	# of rolls
A	3
B	16
C	6
D	50

- A) Group A
- B) Group B
- C) Group C
- ✓ D) Group D

- 3) The table below shows the number of times a spinner with 4 equal sections was spun by each group. Which group will most likely find results tending towards the theoretical probability of spinning the spinner?

Group	# of spins
A	500
B	325
C	275
D	160

- ✓ A) Group A
 B) Group B
 C) Group C
 D) Group D
- 5) The table below shows the number of times a card was selected from a deck and then replaced by each group. Which group will most likely find results tending towards the theoretical probability of selecting a 4 from the deck?

Group	# of picks
A	425
B	325
C	525
D	625

- A) Group A
 B) Group B
 C) Group C
 ✓ D) Group D
- 7) A bag contains 5 black glass marbles, 5 black ceramic marbles, 8 white glass marbles, and 2 white ceramic marbles. Marsha picks 1 marble out of the bag.

What is the best prediction for the outcome?

- A) Marsha will pick a black marble.
 B) Marsha will pick a white marble.
 C) Marsha will pick a ceramic marble.
 ✓ D) Marsha will pick a glass marble.

- 4) The table below shows the number of times a marble was selected out of a bag of red, blue, and green marbles and then replaced by each group. Which group will most likely find results tending towards the theoretical probability of selecting red marble out of the bag?

Group	# of picks
A	190
B	375
C	40
D	85

- A) Group A
 ✓ B) Group B
 C) Group C
 D) Group D
- 6) Peter picked two of the bills below without looking.

What is the best prediction for the outcome?



- A) He will pick a \$1 bill and then a \$5 bill.
 B) He will pick two \$1 bills.
 ✓ C) He has the same chance of picking a \$5 bill and a \$1 bill as picking two \$1 bills.
 D) He has the same chance of picking a \$1 bill and a \$5 bill as picking two \$5 bills.

- 8) Gerald is playing a spinning game with a spinner which is equally divided into eight parts (see Figure 1). He spins the spinner 80 times. Which prediction is most reasonable?

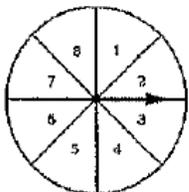


Figure 1.

- A) The spinner will land on the number 8 about 5 times and on the number 7 fifteen times.
- B) The spinner will land on the number 8 more times than it lands on the number 7.
- ✓ C) The spinner will land on the number 8 the same amount of times it lands on the number 7.
- D) The spinner will land on the number 8 fewer times than it lands on the number 7.

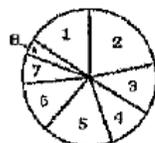
- 10) Jerry picked one of the marbles below without looking.

What is the most likely outcome?



- A) Jerry will not pick a white marble or a black marble.
- B) Jerry will pick a white marble.
- ✓ C) Jerry will pick a black marble.
- D) Jerry has an equal chance of picking a black marble or a white marble.

- 9) Ken will conduct an experiment to find out how many times the spinner will land on the numbers in 45 spins. Which prediction is the most reasonable?



- A) The spinner will land on number 1 the most.
- ✓ B) The spinner will land on number 2 the most.
- C) The spinner will land on number 3 the most.
- D) The spinner will land on number 4 the most.

- 11) During an experiment, two coins are simultaneously tossed 50 times. If the number of times two heads appear is 12, what was the experimental probability?

- ✓ A) $\frac{6}{25}$
- B) $\frac{1}{25}$
- C) $\frac{4}{25}$
- D) $\frac{3}{25}$

12) A number cube was tossed 8 times. Each time it showed a number greater than 3. What is the experimental probability of tossing a number less than 4?

- a) 0.10
- b) 0.01
- ✓ c) 0
- d) 1

14) Mrs. Hunt predicted that three-fourths of her chemistry students would have accurate results during their lab experiment. After her 4 classes of 30 students each completed the experiment, 100 of the students had accurate results.

Was the prediction correct?

- a) Yes, her prediction was exact.
- b) No, her prediction was higher than the outcome.
- ✓ c) No, her prediction was lower than the outcome.
- d) There is not enough information to compare.

13) Four players made predictions, and then Fred spun the spinner 20 times. The spinner landed on g 5 times.

Which player's prediction was closest to the actual results?



- a) Player 1 predicted it would land on g 13% of the time.
- ✓ b) Player 2 predicted it would land on g 25% of the time.
- c) Player 3 predicted it would land on g 35% of the time.
- d) Player 4 predicted it would not land on g at all.

15) A number cube was tossed 5 times. Each time it showed a number less than 5. What is the experimental probability of tossing a number greater than 4?

- a) 0.80
- ✓ b) 0
- c) 0.20
- d) 1.00