APPENDIX C
INTERVAL REVIEW REPORT

Five-Year Interval Review Final Report

CHARTER INFORMATION			
Charter Holder Name	**Legacy Education Group**	School Name	**East Valley High School**
Charter Holder Entity ID	**87349**	Site Visit Date	**March 21, 2019**
Academic Systems Review due to:	Charter Renewal	Final Report Date	**April 3, 2019**

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board's statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review ("ASR"), which includes a contractual compliance review.

School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
East Valley High School	**August 2005**	**Mesa**	**168.697**	**9-12**

*ADM as of March 9, 2019

Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual or legal non-compliance issue(s) at the site visit, each issue is reflected on the Charter Holder's Operational Performance Dashboard, with required submissions to come into compliance due on **May 3, 2019**. The table below identifies the contractual or legal compliance components that are in and/or out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by **May 3, 2019**.

Failure to provide required follow-up, as described below, by **May 3, 2019**, will be recorded in Measure 2.e. of the Charter Holder's operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue(s) being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.

In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to charterschoolboard@asbcs.az.gov.

Compliance Item	Findings	Required Submission
School Calendar	The school's calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
Instructional Hours	The minimum required instructional hours are met for all grade levels, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
Instructional Staff Education and Experience	Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.	NO FOLLOW-UP REQUIRED
Open Meeting Law	Pursuant to A.R.S. §§38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with Open Meeting Law requirements. Compliance with the requirement of online posting is checked. The school is in compliance.	NO FOLLOW-UP REQUIRED
Corporate Board Alignment	Board membership is reviewed for alignment between ASBCS and ACC. The school is in compliance. .	NO FOLLOW-UP REQUIRED
School Governing Body Alignment	School Governing Body membership is reviewed for alignment between ASBCS and the School Governing Body. The school is in compliance.	NO FOLLOW-UP REQUIRED
Enrollment and Attendance Policies	The enrollment policies were reviewed and found to be in compliance. However, an outdated copy of the Charter Holder's enrollment policies and parent handbook, which included language found not to be in compliance with Arizona Statute and corrected	Provide a link to the Charter Holder's website which demonstrates that updated copies of the enrollment packet and parent handbook have been uploaded.

	during previous interactions with the Board, was on the Charter Holder's website at the time of the visit.	Submit this link via email to Elisa.Koler@asbcs.az.gov
Mission Statement	The Charter Holder's mission on ASBCS Online was not in alignment with the operating mission on the Charter Holder's website.	An administratively complete Charter Mission Amendment Request aligning the current mission statement on the Charter Holder's website with the mission statement on ASBCS Online.
	Recorded in 1.a.: Mission	A Charter Mission Amendment Request was submitted by the Charter Holder on March 22, 2019. This request was reviewed by Board staff and deemed administratively complete.

Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder's contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder's program of instruction, according to the Charter Holder's contract and conversations with school leadership, is to serve at-risk students and improve their graduation and attendance rates. School leadership stated that their philosophy is to provide a safe environment for students where "no students will fall through the cracks." The program of instruction is influenced by the Core Knowledge sequence as created by Dr. E.D. Hirsch, which centers around fundamental cultural knowledge being necessary for academic success. Class size is limited to 25 students and many classes are smaller to allow for personalized attention. Students enroll in one of two tracks: a traditional track which provides a typical full-day high school program or the "Success Center," a blended learning, computer-based program where students can accelerate their credit recovery and work towards graduation. PEAK is used as the digital curriculum, and EngageNY is used for the traditional track.

During classroom observations, Board staff observed students who were enrolled in the "traditional" high school program as well as students enrolled in the Success Center blended learning/credit recovery program. Students in the Success Center program were observed working independently on the computer based PEAK curricular program, working one-on-one with a teacher or classroom aide, or using printed out PEAK materials. Students in the traditional program were observed participating in whole group activities such as testing, writing an essay, or working on an independent project.

A set of criteria is used by Board staff to review the school's implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

Document Name	Documentation	Description
I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.		
i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.		
Grade 9 Curriculum Map	Sufficient	Curriculum Map
Standards Map (9th and 10th Grade)	Sufficient	Standards Map
Arizona English Language Arts Standards for 9-10	Sufficient	Scope and Sequence
Arizona Mathematics Standards – Geometry	Sufficient	Scope and Sequence

ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.		
• Algebra 1 – Part A • Algebra 1 – Part B	Sufficient	Syllabi
• American Literature – Part A • American Literature – Part B	Sufficient	Syllabi
Grade 9 Curriculum Map	Sufficient	Scope and Sequence
• Geometry Pacing Guide A • Geometry Pacing Guide B	Sufficient	Pacing Guide
To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory.		
II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.		
i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.		
Curriculum Mapping Process	Sufficient	Process Document
Curriculum Planning	Sufficient	Process Document
Curriculum Evaluation Team	Sufficient	Staff Responsibility Chart
ii. Evidence that the curriculum is reviewed for efficacy for the population served.		
A+ Curriculum Evaluation Rubric	Sufficient	Rubric
EVHS Leadership Team Minutes	Sufficient	Meeting Minutes
iii. Evidence of a plan of action based on findings.		
Edulastic Assessment Review 2018	Sufficient	Curriculum Feedback
Arizona Mathematics Standards – Geometry	Sufficient	Scope and Sequence
To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory.		
III. A teacher evaluation system monitoring the integration of state standards into instruction.		
i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.		
Classroom Observation Form, Template	Sufficient	Walkthrough Form, Template

• Classroom Observation Form, Completed for traditional program • Classroom Observation Form, Completed for Success program • Classroom Observation Form, Completed for Success program	Sufficient	Walkthrough Form, Completed
Formal Observation Schedule	Sufficient	Observation Schedule
ii. Evidence of observations with feedback provided to teachers after each observation.		
Formal Classroom Observation	Sufficient	Feedback Document
Classroom Observation Form, Completed for Success program	Sufficient	Walkthrough Form, Completed
What Does Good Instruction Look Like	Sufficient	Email
Teacher Evaluation PD Videos	Sufficient	Email
iii. Evidence that the evaluations of teacher performance include a final, summative component.		
East Valley High School Teacher Performance Evaluation Instrument	Sufficient	Summative Teacher Evaluation, Completed
To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory.		
IV. An assessment plan to track, analyze, and monitor student academic performance.		
i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.		
Benchmark Assessment Planner	Sufficient	Assessment Calendar
Academic At Risk Weekly Student Monitoring 1-22-19	Sufficient	Student Progress Analysis Document
PEAK Weekly Progress Dashboard	Sufficient	Student Achievement Data
ii. Evidence of a process that uses assessment data to create a plan for instruction.		
Quarterly Benchmark Analysis and IAP Reflection	Sufficient	Benchmark Report and Analysis Document
To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory.		
V. A professional development plan that aligns with the program of instruction and best practices.		
i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.		

2018-19 Professional Development Calendar	Sufficient	Professional Development Calendar
Yearly Teacher Needs Survey Results	Sufficient	Teacher Survey Results
Data Walk Support	Sufficient	Professional Development Handout
Entry Plan for Data Driven Instruction	Sufficient	Professional Development Handout
Classroom Observation Form, Template	Sufficient	Walkthrough Form
Powerful Task Rubric for Designing Student Work	Sufficient	Professional Development Handout
Fishbone Template for Schools	Sufficient	Professional Development Handout, Completed
Re: FW: 5 why's root cause workbook	Sufficient	Email
East Valley High School Educator Evaluator Training P1	Sufficient	Sign In Sheet
Teacher Evaluator Training	Sufficient	PowerPoint
Professional Development Exit Questionnaire	Sufficient	Professional Development Handouts, Completed
ii. Evidence of how the implementation of professional development is monitored.		
Classroom Observation Walkthrough Form, Template	Sufficient	Walkthrough Form This walkthrough form evaluates teachers on a number of previous professional development trainings
To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory.		

Appendix A.
Academic Systems Review Site Visit Inventory

I. Core Curriculum Inventory

GRADE 9 Curriculum Map

Introduction

The ELA & Literacy curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.

All students receive high quality, differentiated instruction which includes both intervention and extension. Secondary ELA teachers are expected to differentiate for all students' needs.

Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language.

Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

Grade 9 Overview

The grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction. Module 9.1 establishes key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Module 9.2 provides continued opportunity for students to develop skills in text analysis, evidence-based discussion, and informative writing before they are introduced to the research process in Module 9.3 and argument writing in Module 9.4.

In Module 9.1, students dive into complex text with a contemporary short story by acclaimed author Karen Russell. Through collaborative discussion and multiple encounters with the text, students access the richness of Russell's language, description, and meaning, particularly around the ideas of identity and

beauty, which students consider over the course of the module in relation to excerpts from Rainer Maria Rilke's *Letters to a Young Poet*, David Mitchell's *Black Swan Green*, and William Shakespeare's *Romeo and Juliet*. In their study of *Romeo and Juliet,* students have the opportunity to consider representations of the text across artistic mediums, including contemporary film excerpts and fine art. Students produce writing appropriate to task and support their claims with evidence from the text. By the module's conclusion, students have begun to build critical reading, writing, thinking, and speaking habits which lay the foundation for college and career readiness.

Module 9.2 continues to explore identity through texts that examine human motivations, actions, and consequences. Students build on work from Module 9.1 as they track character development in Edgar Allan Poe's "The Tell-Tale Heart" and the tragedy of *Oedipus the King*. In these texts as well as in a poem by Emily Dickinson, students analyze the effects of an author's structural choices on the development of central ideas. Students also engage with informational texts about guilt and human fascination with crime, as they continue to develop their ability to identify and make claims. Students strengthen their writing by revising and editing, and refine their speaking and listening skills through discussion-based assessments.

In a digital world, students have access to an unprecedented amount of information; in Module 9.3, students cultivate an ability to sort through information to determine its validity and relevance. This module engages students in an inquiry-based research process using a rich extended text, Temple Grandin's *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*, to surface potential topics that lead to a process of individually driven inquiry, research, and writing. This process begins collaboratively and guides students through forming effective questions for inquiry, gathering research about a topic of interest, assessing the validity of that information, generating an evidence-based perspective, and writing an informative/explanatory research paper that synthesizes and articulates their findings.

Module 9.4 shows where an inquiry process can lead, with *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science,* a nonfiction text derived from inquiry and the collaboration of its authors. This one-unit module provides students with the opportunity to learn new information about the past that informs the choices they make today. This module also invites students to consider the ethics and consequences of their decisions. Students move through *Sugar Changed the World* with a critical eye, building an understanding of how history helps shape the people, culture, and belief systems of our modern day world. Students apply this lens as they read additional contemporary argument texts related to *Sugar Changed the World*, considering the structure, development, and efficacy of these authors' arguments. The module concludes with a culminating argument paper in which students synthesize their understanding of content and the components that interact to create an effective argument.

Curriculum Map

MODULE 9.1 "So you want a double life": Reading Closely and Writing to Analyze				
Unit 1: "I'm Home."				
"St. Lucy's Home for Girls Raised by Wolves" by Karen Russell	17	• Cite strong and thorough textual evidence • Provide an objective summary of the text. • Analyze complex characters, plots and themes. • Determine the meaning of words • Analyze Author's choices in text structure. • Organize complex ideas, to make important connections and distinctions. • Write informative/explanatory texts. • Responding to questions that relate the current discussion to broader themes or larger ideas. • Set rules for collegial discussions and decision-making • Present information clearly, concisely, and logically. • Analyze parts of speech with different meanings.	**RL.9-10.1** **RL.9-10.2** **RL.9-10.3** **RL.9-10.4** **RL.9-10.5** **W.9-10.2.** **SL.9-10.1.** **SL.9-10.4** **L.9-10.4.** **L.9-10.5.**	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls' development in that stage. **End-of-Unit:** Students write a formal, multi-paragraph response to the following prompt: Analyze Claudette's development in relation to the five stages of Lycanthropic Culture Shock.
Unit 2: "[T]he jewel beyond all price"				
***Letters to a Young Poet* by Rainer Maria Rilke** ***Black Swan Green* by David Mitchell**	11	• Proficiently and independently read and comprehend informational texts and nonfiction to grade 9. • Determine a central idea of a text by examining specific details.	**RL.9-10.10** **RI.9-10.2** **RI.9-10.3** **RI.9-10.4**	**Mid-Unit:** Students write a formal, multi-paragraph response to the following prompt:

		• Analyze how the author constructs an analysis or series of ideas or events, and the connections that are drawn between them. • Analyze how word choices impact meaning and tone. • Set rules for collegial discussions and decision-making. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases • Interpret figures of speech	**W.9-10.2** **SL.9-10.1** **L.9-10.4** **L.9-10.5**	What is the impact of Rilke's specific word choices on the meaning and tone of his letter? **End-of-Unit:** Students write a formal, multi-paragraph response to the following prompt: Identify similar central ideas in *Letters to a Young Poet* and *Black Swan Green*. How do Rilke and Mitchell develop these similar ideas?
Unit 3: "A pair of star-crossed lovers"				
***Romeo and Juliet* by William Shakespeare**	20	• Understand how language functions in different contexts • Work with peers to set rules for collegial discussions and decision-making • Collect and organize content from the text to support analysis in writing • Identify and correctly use patterns of word changes • Find the pronunciation of a word to determine its precise meaning, part of speech, or etymology. • Determine the meaning of words and phrases; analyze the choices on meaning and tone. • Use context clues for word meaning • Interpret parts of speech.	**RL.9-10.10** **W.9-10.2** **SL.9-10.1** **L.9-10.4** **L.9-10.5**	**Mid-Unit:** Students write a formal, multi-paragraph response to the following prompt: How does Shakespeare's development of the characters of Romeo and Juliet refine a central idea in the play? **End-of-Unit:** Students write a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?
Module Performance Assessment				

Letters to a Young Poet **"Letter Seven," by Rainer Maria Rilke** **"St. Lucy's Home for Girls Raised by Wolves" by Karen Russell** ***Romeo and Juliet*** **by William Shakespeare**	4	• Determine a theme or central idea of a text and analyze in detail. • Analyze word choices and impact. • Organize complex ideas and characters in a concluding statement. • Use technology to display information. • Work with peers to set rules for discussions • Use parts of speech correctly • Use reference material • Interpret figures of speech	**RL.9-10.2** **RL.9-10.3** **RI.9-10.2** **RI.9-10.4** **W.9-10.2** **W.9-10.6** **SL.9-10.1** **L.9-10.4** **L.9-10.5**	Students gather evidence to support their response to the following assessment prompt: Identify a specific phrase or central idea in paragraphs 4–9 of Rilke's "Letter Seven." Analyze how that phrase or central idea relates to one or more characters or central ideas in "St. Lucy's Home for Girls Raised by Wolves" or *Romeo and Juliet*.

MODULE 9.2

Working with Evidence and Making Claims:
How do Authors Structure Texts and Develop Ideas?

Unit 1: "And then a Plank in Reason, broke, And I dropped down, and down –"

"**The Tell-Tale Heart" by Edgar Allan Poe** **"I felt a Funeral, in my Brain" by Emily Dickinson**	13	• Determine a central idea of a text. • Determine the meaning of figurative and connotative language. • Analyze how an author's choices create effects. • Organize complex ideas, concepts, and information with well-chosen, relevant, and sufficient facts while creating cohesion.	**RL.9-10.2** **RL.9-10.4** **RL.9-10.5** **W.9-10.2** **W.9-10.9** **SL.9-10.1** **L.9-10.1** **L.9-10.2** **L.9-10.4**	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: Identify a central idea in "The Tell-Tale Heart" and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text. **End-of-Unit:** Students write a multi-paragraph response to the following prompt:

		• Use vocabulary strategies to define unknown words • Understand figurative language and its nuances. • Draw evidence from texts in preparation for analysis of grade 9 Language Reading Standards. • Demonstrate command of the conventions of Standard English. • Determine the meaning of unknown words by using them in context.	**L.9-10.5**	Identify a central idea common to "I felt a Funeral, in my Brain," and "The Tell-Tale Heart" and make a claim about how Dickinson and Poe develop and refine this idea.
Unit 2: "a husband from a husband, children from a child"				
***Oedipus the King* by Sophocles**	20	• Annotate texts to support comprehension and analysis • Engage in productive evidence-based conversations about text • Provide an objective summary of a text • Make claims about texts using specific textual evidence • Collect and organize evidence from texts to support analysis in writing • Organize evidence to plan around writing • Paraphrase and quote relevant evidence from texts.	**RL.9-10.2** **RL.9-10.3** **RL.9-10.5** **W.9-10.2** **W.9-10.5** **W.9-10.9** **SL.9-10.1** **L.9-10.1** **L.9-10.2** **L.9-10.4** **L.9-10.5**	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: What relationship does Sophocles establish between prophecy and Oedipus's actions? How does this relationship develop a central idea? **End-of-Unit:** Students write a multi-paragraph response to the following prompt: How does Sophocles develop the tension between Oedipus's guilt and his innocence? Use evidence from the text to support your response.

Unit 3: "Everybody is guilty of Something"				
"True Crime: The roots of an American obsession" by Walter Mosley **"How Bernard Madoff Did It" by Liaquat Ahamed** ***The Wizard of Lies: Bernie Madoff and the Death of Trust,* pages 361–364 by Diana Henriques**	13	• Annotate texts to support comprehension and analysis • Engage in productive evidence-based conversations about text • Provide an objective summary of a text • Paraphrase and quote relevant evidence from a text • Make claims about texts using specific textual evidence • Collect and organize evidence from texts to support analysis in writing • Organize evidence to plan around writing • Make evidence-based claims • Create connections between key details to form a claim • Use vocabulary strategies to define unknown words • Write informative texts to examine and convey complex ideas. • Critique one's own writing and peers' writing. • Revise writing. • Generate and respond to questions in scholarly discourse.	**RI.9-10.2** **RI.9-10.5** **RI.9-10.7** **W.9-10..2** **W.9-10.5** **W.9-10.9** **SL.9-10.1** **SL.9-10.4** **SL.9-10.6** **L.9-10.1** **L.9-10.2** **L.9-10.4** **L.9-10.5**	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: How does Mosley shape and develop his claim that "We are fascinated with stories of crime, real or imagined" (par. 16)? Students then use the 9.2.3 Mid-Unit Peer Review Tool (Criterion 1 and Criterion 2) to review their own and a peer's responses before revising their own response based on both reviews. **End-of-Unit:** Students use textual evidence to engage in a fishbowl discussion of one of the following prompts: To what extent does Ahamed's article support or challenge claims that Mosley made in "True Crime: The Roots of an American Obsession"? OR To what extent is Mosley's claim that "Everybody is guilty of something" (par. 1) supported or challenged by Henriques?

Module Performance Assessment				
"The Tell-Tale Heart" by Edgar Allan Poe **"I felt a Funeral, in my Brain," by Emily Dickinson** ***Oedipus the King* by Sophocles** **"True Crime: The roots of an American obsession" by Walter Mosley** **"How Bernard Madoff Did It" by Liaquat Ahamed** ***The Wizard of Lies: Bernie Madoff and the Death of Trust* by Diana Henriques**	4	• Determine a Central idea and analyze its development. • Analyze how an author's choices structure a text • Determine a central idea and how its development of an informational text. • Analyze how an author's claims are developed. • Develop a topic with concrete details. • Edit writing as needed. Focus on what is most significant for the audience. • Draw evidence from literary and informational texts to support analysis. • Demonstrate command of the conventions of English Language. • Use a semicolon and colon, and spell correctly.	**RL.9-10.2** **RL.9-10.5** **RI.9-10.2** **RI.9-10.5** **W.9-10.2.** **W.9-10.5** **W.9-10.9** **L.9-10.1** **L.9-10.2**	Students draw upon their analysis of the 9.2 Module texts in order to respond to the following prompt: Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text, and compare how the authors' choices about text structure contribute to the development of this idea.

MODULE 9.3

Building and Communicating Knowledge through Research:
The Inquiry and Writing Processes

Unit 1: Using Seed Texts as Springboards to Research				
***Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*,**	10	• Cite strong and thorough textual evidence to support analysis of a text. • Determine how a central idea emerges over the course of a text.	**RI.9-10.1** **RI.9-10.2** **RI.9-10.3**	**End-of-Unit:** Students complete a two-part writing assessment.

Chapter 1 by Temple Grandin and Catherine Johnson		• Organize how points are made and how they connect. • Analyze how an author's ideas are developed. • Analyze how a person's life story is told in different accounts. • Analyze the treatment of a text through multi-media. • Organize writing appropriate to task, purpose, and audience. • Demonstrate understanding of a subject under investigation. • Use questioning to guide research • Draw evidence to support research. Propel conversations by posing and responding to questions • Determine the meaning of unknow words.	**RI.9-10.5** **RI.9-10.7** **W.9-10.2** **W.9-10.4** **W.9-10.7** **W.9-10.9** **SL.9-10.1** **L.9-10.4**	**Part 1:** How does Grandin develop and refine a central idea in the text? In a multi-paragraph response, identify a central idea from Chapter 1 of Animals in Translation and trace its development and refinement in the text. **Part 2:** Articulate 2–3 distinct areas of investigation and where they emerge from the text.
Unit 2: Engaging in an Inquiry-Based, Iterative Research Process				
Students choose texts for research based on their individual research question or problem. **Model research sources:** 1. **"The Brains of the Animal Kingdom" by Frans de Waal** 2. **"Minds of their Own: Animals are smarter than you think" by Virginia**	12	• Cite strong and thorough textual evidence. • Write informative explanatory texts. • Conduct a research project to answer a question. • Gather relevant information from multiple sources. • Draw evidence to support research. • Respond to questions based on specific textual evidence from the research • Consult reference materials.	**RI.9-10.1** **W.9-10.2** **W.9-10.4** **W.9-10.7** **W.9-10.8** **W.9-10.9** **SL.9-10.1** **L.9-10.4**	**End-of-Unit**: • Students submit a completed Research Portfolio with the four sections organized, including 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material. • Evidence-Based Perspective: Students write a one-page synthesis of their perspective derived from

Morell 3. **"Think You're Smarter Than Animals? Maybe Not" by Alexandra Horowitz and Ammon Shea** 4. **"Monkeys Can Perform Mental Addition" by Duke University Medical Center** 5. **"Animal Intelligence: How We Discover How Smart Animals Really Are" by Edward Wasserman and Leyre Castro**				their research. Students draw on the research evidence collected to express a perspective on their problem-based question. • Research Journal: This item is located in the Research Portfolio.
Unit 3: Synthesizing Research through the Writing Process				
Student texts (research sources) will vary. By 9.3.3, students will have chosen texts for research based on their individual problem-based questions.	8	• Select and organize evidence from research to write an informative text. • Produce clear and coherent writing. • Plan, revise, edit, and rewrite appropriate to the purpose and audience. • Follow a standard format for citation. • Use semi-colons, colons, correct spelling, capitalization, and punctuation. • Read and research material to stimulate a well-reasoned exchange of ideas. • Make effective choices using formal style and objective tone in writing. • Use academic and domain-specific words at the appropriate grade level.	**W.9-10.2** **W.9-10.4** **W.9-10.5** **W.9-10.6** **W.9-10.7** **W.9-10.8** **W.9-10.9** **SL.9-10.1** **L.9-10.1** **L.9-10.2** **L.9-10.3** **L.9-10.6**	**End-of-Unit:** Students are assessed on how their final draft aligns to the criteria of the 9.3.3 Rubric. The final draft should present a precise claim that is supported by relevant and sufficient evidence. The draft should be well-organized and develop the research topic clearly and accurately through the effective selection, organization, and analysis of content. The draft should use transitional language that clearly links the major sections of the text and clarifies relationships among the claims and evidence. Finally, the draft should demonstrate control of the conventions

				of written language and maintain a formal style and objective tone.
Module Performance Assessment				
Student texts (research sources) will vary.	5	• Organize complex ideas using multimedia. • Produce grade specific expectations for writing types. • Plan, revise, edit, and rewrite focusing on a specific purpose. • Demonstrate command of the conventions of standard English. • Produce clear and coherent writing. • Use technology to display information flexibly and dynamically. • Demonstrate command of the conventions of Standard English. • Use accurately academic and domain-specific words and phrases at grade level.	**W.9-10.2** **W.9-10.4** **W.9-10.5** **W.9-10.6** **L.9-10.1** **L.9-10.2** **L.9-10.6**	Students respond to the following prompt: Create a blog post using information from your research paper and various multimedia components to enhance your research findings. Update or enhance the information from your research paper by linking to other supporting information and displaying the information flexibly and dynamically. Make effective use of available multimedia components, including hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips.

MODULE 9.4 Understanding and Evaluating Argument: Analyzing Text to Write Arguments				
Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science* by Marc Aronson and Marina Budhos** **Supplementary Module Texts:** **"Globalization" featured in *National Geographic **"How Your Addiction to Fast Fashion Kills" by Amy Odell** **"Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?" by Anna McMullen** **"Where Sweatshops Are a Dream" by Nicholas Kristof**	34 *	• Write an objective summary of the text. • Analyze a series of events. • Determine technical meanings in words and phrases. • Analyze how an author's claims are developed. • Analyze authors' use of rhetoric • Analyze various accounts of a subject. • Evaluate the argument and specific claims in a text for validity and relevance. • Develop argument-based writing. • Clarify, verify, and challenge ideas. • Demonstrate command of the conventions of Standard English grammar and conventions of the English language. • Consult reference materials for word meaning. • Demonstrate understand ding of figurative language. • Use general academic and domain-specific words and phrases accurately.	**RI.9-10.2** **RI.9-10.3** **RI.9-10.4** **RI.9-10.5** **RI.9-10.6** **RI.9-10.7** **RI.9-10.8** **W.9-10.1** **W.9-10.4** **W.9-10.5** **W.9-10.9** **SL.9-10.1** **L.9-10.1** **L.9-10.2** **L.9-10.3** **L.9-10.4** **L.9-10.5** **L.9-10.6**	**Mid-Unit:** Students draft an argument outline for the following prompt: Who bears the most responsibility for ensuring that clothes are ethically manufactured? Students use the Argument Outline Tool to organize their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims. **End-of-Unit:** Students write a multi-paragraph essay in response to the following prompt: Who bears the most responsibility for ensuring that goods are ethically produced?
Module Performance Assessment				

"Why Eat Local?" video featuring Michael Pollan, Nourishlife.org **"Why Buy Locally Grown?" featured on dosomething.org** **"What Food Says About Class in America" by Lisa Miller** **"Buying Local: Do Food Miles Matter?" by Gary Adamkiewicz** **"Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement" by Aurora Almendral**		• Determine an author's point of view. • Evaluate whether a specific claim is valid. • Use valid reasoning and evidence to support claims. • Demonstrate command of the conventions of Standard English grammar. • Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.	**RI.9-10.6** **RI.9-10.8** **W.9-10.1** **L.9-10.1** **L.9-10.2**	Students read and draw evidence from five new source texts to write a multi-paragraph argument essay in response to the following prompt: Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

Key:

Assessed Standard ●

Addressed Standard ○

Reading for Literature

Key Ideas and Details		**9.1**	**9.2**	**9.3**	**9.4**
RL.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●			
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●		
RL.9-10.3	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.	●	●		
Craft and Structure		**9.1**	**9.2**	**9.3**	**9.4**
RL.9-10.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	●	●		
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.	●	●		
RL.9-10.6	Analyze how points of view and/or cultural experience reflected in works of literature, drawing from a variety of literary texts.		**CCRA.R.6**		
Integration of Knowledge and Ideas		**9.1**	**9.2**	**9.3**	**9.4**
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	●			
RL.9-10.7.a	Analyze works by authors or artists who represent diverse world cultures.				
RL.9-10.8	(Not applicable to literature)				
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work.				
Range of Reading and Level of Text Complexity		**9.1**	**9.2**	**9.3**	**9.4**

RL.9-10.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.	*Yearlong standard*			

Reading for Informational Text

Key Ideas and Details		**9.1**	**9.2**	**9.3**	**9.4**
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			●	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●	●	●
RI.9-10.3	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, introduced and developed, and the connections that are drawn between them.	●		●	●
Craft and Structure		**9.1**	**9.2**	**9.3**	**9.4**
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	●			●
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		●	●	●
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.				●
Integration of Knowledge and Ideas		**9.1**	**9.2**	**9.3**	**9.4**
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		○	●	●
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				●
RI.9-10.9	Analyze seminal primary documents of historical and literary significance, including how they address related themes and concepts.				●
Range of Reading and Level of Text Complexity		**9.1**	**9.2**	**9.3**	**9.4**
RI.9-10.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in text complexity range determined by qualitative and quantitative measures appropriate to grade 9.	*Yearlong standard*			

Writing

Text Types and Purposes		**9.1**	**9.2**	**9.3**	**9.4**

W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.				●
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.				●
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.				●
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.				●
W.9-10.1.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.				●
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.				●
W.9-10.2	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.	●	●	●	
W.9-10.2.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.	●	●	●	
W.9-10.2.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.		●	●	
W.9-10.2.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.	●	●	●	
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		●	●	
W.9-10.2.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.			●	
W.9-10.2.f	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).	●	●	●	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.				
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.				

W.9-10.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
Production and Distribution of Writing		**9.1**	**9.2**	**9.3**	**9.4**
W.9-10.4	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.)			●	○
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)		●	●	●
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			●	
Research to Build and Present Knowledge		**9.1**	**9.2**	**9.3**	**9.4**
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			●	
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			●	
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		○	●	○
W.9-10.9.a	Apply *grades 9–10 Reading standards* to literature.		○		
W.9-10.9.b	Apply *grades 9–10 Reading standards* to informational text and nonfiction.		○		○
Range of Writing		**9.1**	**9.2**	**9.3**	**9.4**
W.9-10.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	*Yearlong standard*			

Speaking and Listening

Comprehension and Collaboration		**9.1**	**9.2**	**9.3**	**9.4**
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.	●	●	○	○

SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		●		
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	●	●		
SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	●	●		○
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.		●		○
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.				
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.				
Presentation of Knowledge and Ideas		**9.1**	**9.2**	**9.3**	**9.4**
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.	○	○		
SL.9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)		○		

Language

Conventions of Standard English		**9.1**	**9.2**	**9.3**	**9.4**
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		●	●	●
L.9-10.1.a	Use parallel structure.				●
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				●
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		●	●	●

L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			○	●
L.9-10.2.b	Use a colon to introduce a list or quotation.			○	●
L.9-10.2.c	Use correct spelling.			○	●
Knowledge of Language		**9.1**	**9.2**	**9.3**	**9.4**
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			●	○
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual.			●	○
Vocabulary Acquisition and Use		**9.1**	**9.2**	**9.3**	**9.4**
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.	○	○	○	○
L.9-10.4.a*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).	○	○	○	○
L.9-10.4.b*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	○	○	○	○
L.9-10.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	○		○	○
L.9-10.4.d*	Verify the preliminary determination of the meaning of a word or phrase.			○	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	○		●
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	●	○		
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.		○		
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			●	○

*Standards marked with an asterisk (*) are yearlong standards included in each module.

Arizona English Language Arts Standards for Grades 9-10
Compared to ENG108: Summit English 9

Alignment verified:
April 24, 2017

Strand/Topic	Standards	Coverage	Course/Units/Lessons	Comments	How the Standard is Addressed
	Key Ideas and Details				
	9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Narrative Arc and Central Idea Narrative Arc and Central Idea: "The Interlopers" **ENG108A: Unit: Development of Theme** Workshop: Analyze Theme and Central Idea in Narratives Theme and Central Idea: "Nameless Tennessee" Theme and Central Idea: "August Heat" **ENG108B: Unit: The Alchemist** Workshop: Read Longer Works The Alchemist A - E		**ENG108A: Unit: Narrative Techniques and Structure** Students will look at the details in the text and make an inference about the central idea. Students will apply knowledge of narrative arc and central idea in a short story by reading "The Interlopers." **ENG108A: Unit: Development of Theme** Students will infer theme and central idea from details. They will apply knowledge of theme and central idea by reading "Nameless Tennessee" and " August Heat" and completing related activities. **ENG108B: Unit: The Alchemist** Students will use details to identify the central idea and purpose of *The Alchemist* .
	9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Narrative Arc and Central Idea Narrative Arc and Central Idea: "The Interlopers" **ENG108A: Unit: Development of Theme** Workshop: Analyze Theme and Central Idea in Narratives Theme and Central Idea: "Nameless Tennessee" Theme and Central Idea: "August Heat" **ENG108B: Unit: The Alchemist** The Alchemist A - E		**ENG108A: Unit: Narrative Techniques and Structure** Students will determine the central idea of a text through reading activities and responding to questions. They will apply knowledge of narrative arc and central idea in a short story by reading "The Interlopers." **ENG108A: Unit: Development of Theme** Students will infer theme and central idea from details. They will apply knowledge of theme and central idea by reading "Nameless Tennessee" and " August Heat" and completing related activities. **ENG108B: Unit: The Alchemist** Students will identify the central idea and purpose of *The Alchemist*.

	9-10.RL.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.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Author's Viewpoint and Purpose Viewpoint and Purpose: "The Final Assault" Viewpoint and Purpose: "The Dream Come True" **ENG108A: Unit: Development of Theme** Workshop: Characterization Develops Theme Characterization and Theme: "Water Never Hurt a Man" Characterization and Theme: "Marigolds"		**ENG108A: Unit: Narrative Techniques and Structure** Students will analyze characters and how they advance the plot. They will apply knowledge through reading "The Final Assault" and "The Dream Come True" and completing related activities. **ENG108A: Unit: Development of Theme** Students will define elements of direct and indirect characterization, analyze how characters interact and change, and use text evidence to analyze how characters contribute to theme. They will apply knowledge by reading "Water Never Hurt a Man" and "Marigolds" and completing related activities.
	Craft and Structure				
Reading: Literature	9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Full	**ENG108A: Unit: Authors' Techniques and Tools** Workshop: Archetypes, Allusions, and Sources Archetypes, Allusions, and Sources: Genesis: Chapters 1-3 Archetypes, Allusions, and Sources: "Araby" A & B Workshop: Structure and Language of Poetry Structure and Language: "On Another's Sorrow" and "The Human Abstract" Structure and Language: "Fern Hill" and "Nothing Gold Can Stay" **ENG108B: Unit: The Power of Language** Workshop: Figures of Speech and Language Creates Effects Effects of Language : “The Masque of the Red Death” Effects of Language: “Incident” and “The Last Lesson”		**ENG108A: Unit: Authors' Techniques and Tools** Students will analyze the impact of archetypes and allusions on literary works and how archetypes communicate a message. They will apply knowledge through reading Genesis: Chapters 1-3 and "Araby" and completing related activities including comprehension questions and summaries. Students will explain the language and structure of poetry and analyze imagery and allusions. They will apply knowledge through reading various poems and completing related activities. **ENG108B: Unit: Recognize the Power of Language** Students will analyze and interpret the uses of figures of speech in texts and the impact of word choice, imagery, and figurative speech in texts as well as determine the connotations and nuances of words. They will apply knowledge through reading "The Masque of the Red Death," "Incident," and "Afternoon in School" and completing related activities such as comprehension questions and summaries.

9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Point of View and Narrator's Reliability Point of View and Narrator: "The Black Cat" **ENG108A: Unit: Characters and Effects** Workshop: Creating Surprise and Characters Develop Plot Surprise and Plot: "The Most Dangerous Game" Surprise and Plot: "A Horseman in the Sky" **ENG108B: Unit: A Midsummer Night's Dream** Workshop: Drama and Shakespeare *A Midsummer Night's Dream*, A-G		**ENG108A: Unit: Narrative Techniques and Structure** Students will analyze how an author uses narration to structure a text. They will apply knowledge through reading "The Black Cat" and completing related activities. **ENG108A: Unit: Characters and Effects** Students will explain how characters advance plot and how this can create surprise. They will apply knowledge through reading "The Most Dangerous Game" and "A Horseman in the Sky" and completing related activities. **ENG108B: Unit: A Midsummer Night's Dream** Students will examine how the plot structure develops meaning in a Shakespearean comedy. They will apply knowledge through reading the play and completing related activities.
9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	Full	**ENG108B: Unit: Explore Cultural Perspectives** Workshop: Cultural Viewpoints and Experience Culture and Literature: "The Harvest" World Literature: "I Explain a Few Things" and "The Space"		Students will explain how cultural viewpoints and experiences are reflected in literature and examine how culture or history shapes or influences literature. They will apply knowledge through reading "The Harvest," I Explain a Few Things," and "The Space" and completing related activities such as summaries and comprehension questions.
Integration of Knowledge and Ideas				
9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Full	**ENG108A: Unit: Characters and Effects** Surprise and Plot: "A Horseman in the Sky"		Students will read the story "A Horseman in the Sky" and view the image The Death of Reynolds both depicting the American Civil War. They will think about how their differences result from their being in two different mediums.

	RL.9-10.8. (Not applicable to literature)				
	9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.	Full	**ENG108A: Unit: Authors' Techniques and Tools** Workshop: Archetypes, Allusions, and Sources Archetypes, Allusions, and Sources: Genesis: Chapters 1-3 Archetypes, Allusions, and Sources: "Araby" A & B **ENG108B: Unit: A Midsummer Night's Dream** Workshop: Shakespeare Transforms Sources Transform Sources: "Pyramus and Thisbe"		**ENG108A: Unit: Authors' Techniques and Tools** Students will analyze authors' use of literary sources and how authors draw from and transform biblical sources. They will learn how James Joyce uses archetypes, allusions, and source texts to create meaning. Students will apply knowledge through reading selections and completing related activities such as comprehension questions. **ENG108B: Unit: A Midsummer Night's Dream** Students will examine how authors transform sources to create a new literary work and how authors draw ideas from sources to use in their literary works. They will apply knowledge through reading "Pyramus and Thisbe" and completing related activities.
	Range of Reading and Level of Text Complexity				
	9-10.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.	Full	**ENG108A: Unit: Characters and Effects** Surprise and Plot: "A Horseman in the Sky" **ENG108A: Unit: Author's Techniques and Tools** Structure and Language: "On Another's Sorrow" and "The Human Abstract" **ENG108B: Unit: *A Midsummer Night's Dream*** *A Midsummer Night's Dream* A - G		**ENG108A: Unit: Characters and Effects** Students read the short story, "A Horseman in the Sky" and respond to questions in a follow-up activity to demonstrate comprehension. **ENG108A: Unit: Author's Techniques and Tools** Students read two poems by William Blake and respond to questions within the lesson to demonstrate comprehension. **ENG108B: Unit: A Midsummer Night's Dream** Students will read and comprehend *A Midsummer Night's Dream* as evidenced by comprehension activities.
	Key Ideas and Details				
	9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Narrative Arc and Central Idea Narrative Arc and Central Idea: "The Oasis: Africa" Workshop: Analyze Theme and Central Idea in Narratives Theme and Central Idea: "Nameless, Tennessee" Theme and Central Idea: "August Heat"		Students will look at the details in the text and make an inference about the central idea. Students will apply knowledge of narrative arc and central idea in narrative nonfiction by reading "The Oasis: Africa," "Nameless, Tennessee," and "August Heat."

9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Narrative Arc and Central Idea Narrative Arc and Central Idea: "The Oasis: Africa" Workshop: Analyze Theme and Central Idea in Narratives Theme and Central Idea: "Nameless, Tennessee" Theme and Central Idea: "August Heat" **ENG108A: Unit: *The Way to Rainy Mountain*** *The Way to Rainy Mountain* A - F		**ENG108A: Unit: Narrative Techniques and Structure** Students will look at the details in the text and make an inference about the central idea. Students will apply knowledge of narrative arc and central idea in narrative nonfiction by reading "The Oasis: Africa," "Nameless, Tennessee," and "August Heat." **ENG108A: Unit: *The Way to Rainy Mountain*** Students will determine the central idea of *The Way to Rainy Mountain* and analyze it through the course of the text by completing comprehension questions and summarizing.
9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Author's Viewpoint and Purpose Viewpoint and Purpose: "The Final Assault" Viewpoint and Purpose: "The Dream Come True"		Students will read selections and analyze how the author constructs a series of events or ideas, and how the author's purpose unfolds and is connected to the points that are made. They will complete comprehension questions.
Craft and Structure				
9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Full	**ENG108A: Unit: Characters and Effects** Workshop: Tone, Voice, and Humor in Nonfiction Tone, Voice, and Humor: "A Witch Trial at Mount Holly" Tone, Voice, and Humor: "Uses and Abuses of the Umbrella" **ENG108A: Unit: *The Way to Rainy Mountain*** *The Way to Rainy Mountain* A - F **ENG108B: Unit: The Power of Language** Workshop: Rhetoric Develops Purpose and Viewpoint Rhetoric Purpose and Viewpoint: "A Quilt of a Country" Rhetoric Purpose and Viewpoint: "Here is New York"		**ENG108A: Unit: Characters and Effects** Students will determine the meaning of words and phrases within the text through reading and responding to questions. **ENG108A: Unit: *The Way to Rainy Mountain*** Students will determine the meaning of words and phrases within *The Way to Rainy Mountain* through reading and responding to questions. **ENG108B: Unit: The Power of Language** Students will determine the meaning of words and phrases through reading and responding to questions.

Reading: Informational Text	9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** *The Way to Rainy Mountain* A - F **ENG108A: Unit: Medium and Message** Workshop: Text Structures and Multiple Sources Structure and Sources: "Antibiotic Resistance Threats" **ENG108B: Unit: Informational Works** Workshop: Journalism and Research Develops Ideas Journalism and Research: "Ten Days in a Madhouse"		**ENG108A: Unit: *The Way to Rainy Mountain*** Students will respond to questions regarding the author's claims and how they are developed. **ENG108A: Unit: Medium and Message** Students will analyze the author's claims through reading and responding to questions. **ENG108B: Unit: Informational Works** Students will analyze the author's claims through reading and responding to questions.
	9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Author's Viewpoint and Purpose Viewpoint and Purpose: "The Final Assault" Viewpoint and Purpose: "The Dream Come True" **ENG108A: Unit: Arguments and Speeches** Workshop: Rhetoric: Purpose and Devices Rhetoric: "Give Me Liberty or Give Me Death" Rhetoric: "What to the Slave is the Fourth of July?" A & B **ENG108B: Unit: The Power of Language** Workshop: Rhetoric Develops Purpose and Viewpoint Rhetoric Purpose and Viewpoint: "A Quilt of a Country" Rhetoric Purpose and Viewpoint: "Here is New York"		**ENG108A: Unit: Narrative Techniques and Structure** Students will view videos and receive direct instruction about point of view then determine the author's point of view after reading "The Final Assault" and "The Dream Come True." **ENG108A: Unit: Arguments and Speeches** Students will read and respond to questions about the author's use of rhetoric to advance their point of view. **ENG108B: Unit: The Power of Language** Students will read and respond to questions about the author's use of rhetoric to advance their point of view.
	Integration of Knowledge and Ideas				
	9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Full	**ENG108A: Unit: Medium and Message** Workshop: Text Structures and Multiple Sources Structure and Sources: "Antibiotic Resistance Threats"		Students will analyze multiple accounts of a nonfiction subject in different mediums, determining which details are included in each account.
	9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Full	**ENG108A: Unit: Medium and Message** Workshop: Seminal Works Seminal Works: "Jefferson Davis's Speech to the Mississippi Legislature" Seminal Works: "George Washington's Farewell Address" A & B **ENG108B: Unit: Arguments and Speeches** Workshop: Evaluate Arguments and Fallacious Reasoning Arguments and Reasoning: "The American Promise" Arguments and Reasoning: "Ain't I a Woman?"		**ENG108A: Unit: Medium and Message** Students will evaluate the claims within the texts through reading and responding to questions. **ENG108B: Unit: Arguments and Speeches** Students will evaluate the claims, arguments and evidence in the texts through reading and responding to questions.

	9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.	Full	**ENG108A: Unit: Medium and Message** Workshop: Seminal Works Seminal Works: "Jefferson Davis's Speech to the Mississippi Legislature" Seminal Works: "George Washington's Farewell Address" A & B **ENG108B: Unit: Arguments and Speeches** Workshop: Rhetoric: Purpose and Devices Rhetoric: "Give Me Liberty or Give Me Death" Rhetoric: "What to the Slave is the Fourth of July?" A & B		**ENG108A: Unit: Medium and Message** Students will analyze seminal works of historical significance and respond to questions. **ENG108B: Unit: Arguments and Speeches** Students will analyze seminal works of historical significance and respond to questions.
	Range of Reading and Level of Text Complexity				
	9-10.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9. By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** *The Way to Rainy Mountain* A - F		Students will read and comprehend *The Way to Rainy Mountain* as evidenced by comprehension activities.
	Text Types and Purposes				
	9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	9-10.W.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Full	**ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.

	9-10.W.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Full	**ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.
	9-10.W.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	**ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.

9-10.W.1.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.	Full	**ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.
9-10.W.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	**ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.
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.				
9-10.W.2.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.	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project		Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain* .

9-10.W.2.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.	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project		Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*.
9-10.W.2.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.	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project		Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*.
9-10.W.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project		Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*.
9-10.W.2.e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project		Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*.
9-10.W.2.f. 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).	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project		Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*.

9-10.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
9-10.W.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story		Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive.
9-10.W.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story		Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive.
9-10.W.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story		Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive.

Writing	9-10.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story		Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive.
	9-10.W.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story		Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive.

Production and Distribution of Writing				
9-10.W.4 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.)	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story **ENG108A: Unit: Characters and Effects** Workshop: Write a One Idea, Two Mediums Essay **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Narrative Techniques and Structure** Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive. **ENG108A: Unit: Characters and Effects** Students will write a 4-5 paragraph essay comparing and contrasting the text of a story and another artistic medium. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.

9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story **ENG108A: Unit: Characters and Effects** Workshop: Write a One Idea, Two Mediums Essay **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Narrative Techniques and Structure** Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive. **ENG108A: Unit: Characters and Effects** Students will write a 4-5 paragraph essay comparing and contrasting the text of a story and another artistic medium. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.

9-10.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Short Story Draft a Short Story A Draft a Short Story B Revise a Short Story **ENG108A: Unit: Characters and Effects** Workshop: Write a One Idea, Two Mediums Essay **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Narrative Techniques and Structure** Students will write a story containing all five parts of a narrative arc: exposition, complicating incident, rising action, climax, and falling action, the plot should center on a conflict that a main character faces. They will create one or more secondary characters who will participate in the story, create a second plot line that fits in with the main plot, narrate the story from a suitable point of view—first person, third-person omniscient, third-person limited, or (in rare cases) second person, use realistic-sounding dialogue to help develop characters and move the action forward, and use vivid, precise, concrete words and phrases to make your story come alive. **ENG108A: Unit: Characters and Effects** Students will write a 4-5 paragraph essay comparing and contrasting the text of a story and another artistic medium. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.

Research to Build and Present Knowledge				
9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Full	**ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108A: Unit: *The Way to Rainy Mountain*** Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.

9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Full	**ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108A: Unit: *The Way to Rainy Mountain*** Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.
9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				
9-10.W.9.a. Apply grades 9-10 Reading standards to literature.	Full	**ENG108B: Unit: *A Midsummer Night's Dream*** Workshop: Write Transforming Sources Essay		Students will write a compare-and-contrast essay comparing Ovid's myth "Pyramus and Thisbe" with the play "Pyramus and Thisbe" enacted in Shakespeare's A Midsummer Night's Dream, Act V, Scene 1, examine and discuss the similarities and differences between the two versions, and explain how Shakespeare transformed the original source.
9-10.W.9.b. Apply grades 9-10 Reading standards to informational and nonfiction text.	Full	**ENG108B: Unit: Arguments and Speeches** Assignment: Write an Evaluation of an Argument		Students will write an evaluation of either of two historic passages including the speaker's claim, reasons, evidence, fallacious reasoning or logical fallacies, and the speaker's response to counterclaims using evidence from the text.

	Range of Writing				
	9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Full	Embedded throughout, for example: **ENG108A: Unit: Medium and Message** Assignment: Write an Argument **ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project **ENG108B: Unit: Informational Works** Workshop: Plan Research Project Workshop: Conduct Research A & B Workshop: Draft Research Project A & B Workshop: Revise and Proofread Research Project		**ENG108A: Unit: Medium and Message** Students will choose one of the suggested topics, or use a topic of their own, decide what their position is on the topic, make a clear, precisely worded claim that expresses their stance on the issue, support their claim with reasons and evidence, acknowledge counterclaims and address them, use transitions to link the ideas, and write a conclusion that sums up their major points. **ENG108A: Unit: *The Way to Rainy Mountain*** Students will present four (or more) personal, family, or cultural experiences and connect each one to a historical event or fact from that time and add a written personal reflection or a piece of media that illustrates the meaning of each experience or event to them. The structure will be based on *The Way to Rainy Mountain*. **ENG108B: Unit: Informational Works** Students will make a claim that states their position on their chosen topic and support their position with solid evidence based on research. They will be scored using the Research Project Grading Rubric.
	Comprehension and Collaboration				
	9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
	9-10.SL.1.a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.	Full	**ENG108A: Unit: Author's Techniques and Tools** Archetypes, Allusions, and Sources: "Araby" B **ENG108B: Unit: Arguments and Speeches** Arguments and Reasoning: "Ain't I a Woman?" **ENG108B: Unit: Cultural Perspectives** Culture and Literature: "The Man to Send Rainclouds"		**ENG108A: Unit: Author's Techniques and Tools** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108B: Unit: Arguments and Speeches** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108B: Unit: Cultural Perspectives** Students will prepare for and participate in an online discussion based on topics from the lesson.
	9-10.SL.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Full	**ENG108A: Unit: Course Introduction and Readiness Checkpoint** Course Introduction		In the course introduction, students participate in an online discussion in which they respond to questions about what the guidelines for discussion posts should be and respond to the posts of their peers.

9-10.SL.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Full	**ENG108A: Unit: Author's Techniques and Tools** Archetypes, Allusions, and Sources: "Araby" B **ENG108B: Unit: Arguments and Speeches** Arguments and Reasoning: "Ain't I a Woman?" **ENG108B: Unit: Cultural Perspectives** Culture and Literature: "The Man to Send Rainclouds"		**ENG108A: Unit: Author's Techniques and Tools** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108B: Unit: Arguments and Speeches** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108B: Unit: Cultural Perspectives** Students will prepare for and participate in an online discussion based on topics from the lesson.
9-10.SL.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.	Full	**ENG108A: Unit: Author's Techniques and Tools** Archetypes, Allusions, and Sources: "Araby" B **ENG108B: Unit: Arguments and Speeches** Arguments and Reasoning: "Ain't I a Woman?" **ENG108B: Unit: Cultural Perspectives** Culture and Literature: "The Man to Send Rainclouds"		**ENG108A: Unit: Author's Techniques and Tools** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108B: Unit: Arguments and Speeches** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108B: Unit: Cultural Perspectives** Students will prepare for and participate in an online discussion based on topics from the lesson.

	9-10.SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.	Full	**ENG108A: Unit: Author's Techniques and Tools** Archetypes, Allusions, and Sources: "Araby" B **ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan a Personal Research Project Workshop: Draft a Personal Research Project Workshop: Revise a Personal Research Project **ENG108B: Unit: Arguments and Speeches** Arguments and Reasoning: "Ain't I a Woman?" **ENG108B: Unit: Cultural Perspectives** Culture and Literature: "The Man to Send Rainclouds"		**ENG108A: Unit: Author's Techniques and Tools** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108A: Unit: *The Way to Rainy Mountain*** Students plan, draft, and revise a personal research project. In preparation, they complete online activities, including "A Closer Look: Integrate Multiple Sources of Information" and "A Closer Look: Plagiarism." Students utilize these skills as they complete their project. **ENG108B: Unit: Arguments and Speeches** Students will prepare for and participate in an online discussion based on topics from the lesson. **ENG108B: Unit: Cultural Perspectives** Students will prepare for and participate in an online discussion based on topics from the lesson.
	9-10.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Full	**ENG108B: Unit: Arguments and Speeches** Workshop: Analyze a Speaker's Argument Speaker's Argument: "Remarks on East-West Relations at the Brandenburg Gate in West Berlin" Assignment: Evaluate a Speaker		Students will evaluate a speaker's reasoning, evidence, and rhetoric and identify fallacious reasoning or fallacious or distorted evidence in a speech. They will view a video of a speaker then respond to questions and write an evaluation of the speaker.
	Presentation of Knowledge and Ideas				
	9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.	Full	**ENG108B: Unit: Arguments and Speeches** Workshop: Plan a Speech Workshop: Craft a Speech Workshop: Revise a Speech Workshop: Practice a Speech Workshop: Present a Speech		Students will write a persuasive speech and take a stance on a topic that can be debated. They will state a claim clearly and use reasons and evidence from their research to support the claim and address and rebut a counterclaim and to conclude the speech with a call to action. Students will deliver their speech with appropriate skills and will be scored using a rubric.
	9-10.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full	**ENG108B: Unit: The Power of Language** Workshop: Plan and Research a Media Project Workshop: Craft a Media Project Assignment: Revise a Media Project		Students will plan, create and revise a project incorporating various forms of media and will be scored using the Media Project Grading Rubric.
	9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	Full	**ENG108A: Unit: *The Way to Rainy Mountain*** Workshop: Plan Personal Research Project Workshop: Draft Personal Research Project Workshop: Revise a Personal Research Project Workshop: Prepare for a Presentation Present a Personal Research Project		Students will present their research project using appropriate language and tone when speaking including formal English when appropriate.

	Conventions of Standard English				
	9-10-L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	9-10.L.1.a. Use parallel structure.	Full	**ENG108B: Unit: Arguments and Speeches** Workshop: Parallel Structure		Students will identify parallel structure in compound elements and comparisons and construct sentences that use parallel structure.
	9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Full	**ENG108A: Unit: Development of Theme** Workshop: Noun and Verb Phrases **ENG108A: Unit: Characters and Effects** Workshop: Adjective, Adverb, and Prepositional Phrases **ENG108A: Unit: Medium and Message** Workshop: Relative and Adverb Clauses **ENG108A: Unit: Author's Techniques and Tools** Workshop: Participial and Absolute Phrases		**ENG108A: Unit: Development of Theme** Students will identify and punctuate noun and verb phrases and use phrases to convey specific meanings and to add variety and interest. **ENG108A: Unit: Characters and Effects** Students will identify and punctuate prepositional, adjective, and adverb phrases and use phrases to convey specific meanings and to add variety and interest. **ENG108A: Unit: Medium and Message** Students will identify and punctuate relative and adverb clauses and use clauses to convey specific meanings and to add variety and interest. **ENG108A: Unit: Author's Techniques and Tools** Students will identify and punctuate participial and absolute phrases and use phrases to convey specific meanings and to add variety and interest.
	9-10.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				
	9-10.L.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Full	**ENG108B: Unit: Informational Works** Workshop: Semicolons		Students will use a semicolon to join closely related independent clauses and use a conjunctive adverb after a semicolon in a compound sentence.
	9-10.L.2.b. Use a colon to introduce a list or quotation.	Full	**ENG108B: Unit: Cultural Perspectives** Workshop: Colons		Students will use a colon to introduce a list and a quotation.
	9-10.L.2.c. Use correct spelling.	Full	**ENG108A: Unit: Medium and Message** Workshop: Spell Correctly		Students will use standard English spelling in writing. They will learn to use spell-check and review commonly misspelled words.
	Knowledge of Language				
	9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
Language	9-10.L.3.a. Write and edit work so that it conforms to the guidelines in a style manual.	Full	**ENG108B: Unit: Informational Works** Workshop: Plan a Research Project Workshop: Conduct Research A & B Workshop: Draft a Research Project A & B Workshop: Revise and Proofread a Research Project		Students will follow the steps in the Research Project Assignment document and will be scored using the Research Project Grading Rubric.

	Vocabulary Acquisition and Use				
	9-10.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.				
	9-10.L.4.a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Full	**ENG108A: Unit: The Way to Rainy Mountain** Workshop: Effects of the Patterns of Word Changes		Students will determine the meaning of related forms of words and use related forms of words when writing and speaking.
	9-10.L.4.b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	**ENG108A: Unit: Development of Theme** Workshop: Vocabulary in Context		Students will view videos and receive direct instruction regarding using context clues to infer the meaning of unfamiliar words and increase reading comprehension. They will practice using context clues and respond to questions in their notebook.
	9-10.L.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Full	**ENG108B: Unit: Informational Works** Workshop: Vocabulary Reference Materials		Students will use vocabulary reference materials, such as a dictionary, thesaurus, or glossary.
	9-10.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.	Full	**ENG108B: Unit: *A Midsummer Night's Dream*** Workshop: Verify Definitions of Unfamiliar Words or Phrases		Students will confirm the initial determination of the meaning of an unknown word or phrase by checking the inferred meaning in context or by comparing it to the meaning in a dictionary.
	9-10.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	9-10.L.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Full	**ENG108B: Unit: The Power of Language** Workshop: Figures of Speech and Language Creates Effects		Students will analyze and interpret the uses of figures of speech in texts. They will apply knowledge through reading and responding to questions.
	9-10.L.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	**ENG108B: Unit: The Power of Language** Workshop: Figures of Speech and Language Creates Effects		Students will analyze how nuances in the meaning of words with similar denotations affect meaning through reading and responding to questions.
	9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	**ENG108A: Unit: Narrative Techniques and Structure** Workshop: Academic and Domain-Specific Words		Students will view videos and receive direct instruction regarding using context clues to determine the meaning of academic and domain-specific words. They will practice using context clues to determine definitions and respond to questions in their notebook. Students will examine vocabulary prior to reading "The Oasis: Africa" using context, structure, and connotation to determine meaning.

Arizona Mathematics Standards - Geometry
Compared to MTH208: Summit Geometry

Alignment verified:
April 24, 2017

Strand/Topic	Standards	Coverage	Course/Units/Lessons	Comments	How the Standard is Addressed
	Quantities (N-Q)				
	A1.N-Q.A Reason quantitatively and use units to solve problems.				
Number and Quantity	G.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include utilizing real-world context.	None		Teachers will supplement the curriculum to provide opportunities for students to use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include utilizing real-world context.	
	G.N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. Include problem-solving opportunities utilizing real-world context.	Full	**MTH208B: Unit: Conic Sections** Parabolas 1 Parabolas 2		Students choose appropriate quantities to graph conic sections that are parabolas to solve problems that involve models of various real-world applications like the trajectory of an object launched into the air, roller coasters, and bridges.
	G.N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities utilizing real-world context.	Full	**MTH208B: Unit: Modeling with Geometry** Geometry on Earth Geometric Modeling		Through online activities and practice, students use geometric shapes that represent objects in everyday life and apply properties, formulas, and concepts to solve estimation problems that involve making appropriate decisions about their solutions based on the real-life situation.
	Congruence (G-CO)				
	G.G-CO.A Experiment with transformations in the plane.				
	G.G-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Full	**MTH208A: Unit: Basic Tools and Transformations** Basic Geometric Terms and Definitions 1 Basic Geometric Terms and Definitions 1 Measure Length Measure Angles **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Circumferences and Areas of Circles 2		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and offline practice, students learn and use precise definitions of various geometric terms and concepts to include points, lines, angles, and their measures. **MTH208B: Unit: Area and Volume** Through online activities and offline practice, students learn and use precise definitions of various geometric terms and concepts to include circles and distance around a circular arc.

G.G-CO.A.2 Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2 Dilations Using Algebra to Describe Geometry		Through online activities and offline practice, students learn to use transformations to describe whether a figure has been translated, reflected, rotated, or dilated. Students learn to determine whether measures are preserved or not. Students learn to identify and perform these transformations on the coordinate plane.
G.G-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2 Polygons and Symmetry 3		Through online activities and offline practice, students learn to use transformations to describe whether a figure has been reflected or rotated to where it maps onto itself.
G.G-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2		Through online activities and offline practice, students learn to use previously defined terms to develop and use definitions of transformations to describe whether a figure has been translated, reflected, rotated, or dilated.
G.G-CO.A.5 Given a geometric figure and a rotation, reflection, or translation draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2 Discuss: Transformations Using Algebra to Describe Geometry		Through online activities and offline practice, students learn to use transformations to describe whether a figure has been translated, reflected, rotated, or dilated. Students learn to identify and perform these transformations on the coordinate plane and with interactive software. Students learn to use transformations to describe whether a figure has been reflected or rotated to where it maps onto itself.
G.G-CO.B Understand congruence in terms of rigid motions.				
G.G-CO.B.6 Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Full	**MTH208A: Unit: Congruence and Constructions** Congruence and Rigid Motions		Through online activities and offline practice, students learn to use rigid motions to define congruence in terms of congruent corresponding sides and angles. Students learn to describe transformations of figures and decide if they are congruent.
G.G-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Full	**MTH208A: Unit: Congruence and Constructions** Congruent Polygons and Their Corresponding Parts 1 Congruent Polygons and Their Corresponding Parts 2 Triangle Congruence: SSS, SAS, and ASA 1 Triangle Congruence: SSS, SAS, and ASA 2		Through online activities and offline practice, students learn to define congruence in terms of congruent corresponding sides and angles.
G.G-CO.B.8 Explain how the criteria for triangle congruence (ASA, AAS, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Full	**MTH208A: Unit: Congruence and Constructions** Triangle Congruence: SSS, SAS, and ASA 1 Triangle Congruence: SSS, SAS, and ASA 2		Through online activities and offline practice, students learn to use rigid motions to define congruence in terms of congruent corresponding sides and angles and to determine criteria for shortcuts for guaranteeing congruent triangles.

G.G-CO.C Prove geometric theorems.				
G.G-CO.C.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Full	**MTH208A: Unit: Reasoning and Proof** Reasoning 1 Reasoning 2 Reasoning 3 Styles of Proof Geometric Two-Column Proof **MTH208A: Unit: Congruence and Constructions** Vertical Angle Relationships **MTH208A: Unit: Line and Triangle Relationships** Parallel Lines and Transversals 1 Parallel Lines and Transversals 1 Converses of Parallel Line Properties 1 Converses of Parallel Line Properties 2		**MTH208A: Unit: Reasoning and Proof** Through online activities and offline practice, students learn to prove a variety of theorems about lines and angles. **MTH208A: Unit: Congruence and Constructions** Through online activities and offline practice, students learn to prove that vertical angles are congruent. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to prove theorems involving transversals that cross parallel lines and the relationships with the angles that are formed.
G.G-CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	Full	**MTH208A: Unit: Basic Tools and Transformations** Polygons and Symmetry 1 **MTH208A: Unit: Reasoning and Proof** Reasoning 1 Reasoning 2 Reasoning 3 Styles of Proof Geometric Two-Column Proof **MTH208A: Unit: Line and Triangle Relationships** The Triangle Sum Theorem 1 The Triangle Sum Theorem 2 Isosceles and Equilateral Triangles Bisectors of a Triangle - Circumcenter Bisectors of a Triangle - Incenter Medians of a Triangle - Centroid and Orthocenter Triangle Midsegment Theorem		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and offline practice, students learn to prove that angles of a triangle add up to 180 degrees. **MTH208A: Unit: Reasoning and Proof** Through online activities and offline practice, students learn to prove theorems about triangles to include angles and segments formed with the triangles. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to prove that measures of the interior angles of triangles sum to 180 as well as relationships with sides and angles of isosceles and equilateral triangles. Students learn to prove theorems involving the different centers of a triangle and their special properties. Students prove the Midsegment Theorem.
G.G-CO.C.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and rectangles are parallelograms with congruent diagonals.	Full	**MTH208A: Unit: Reasoning and Proof** Reasoning 1 Reasoning 2 Reasoning 3 Styles of Proof Geometric Two-Column Proof **MTH208A: Unit: Line and Triangle Relationships** Quadrilaterals and Their Properties 1 Parallelograms 1 Parallelograms 2		**MTH208A: Unit: Reasoning and Proof** Through online activities and offline practice, students learn to prove theorems about parallelograms to include properties involving sides and angles. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to prove theorems about quadrilaterals and their properties to include parallelograms and their special properties.

G.G-CO.D Make geometric constructions.				
G.G-CO.D.12 Make formal geometric constructions with a variety of tools and methods. Constructions include: copying segments; copying angles; bisecting segments; bisecting angles; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Full	**MTH208A: Unit: Congruence and Constructions** Constructions of Segments, Angles, and Bisectors		Through online activities and offline practice, students learn to perform formal constructions using a variety of tools and methods. Students learn to perform constructions for copying and bisecting angles and segments as well as parallel and perpendicular lines.
G.G-CO.D.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle; with a variety of tools and methods.	Full	**MTH208A: Unit: Congruence and Constructions** Constructions with Polygons 1 Constructions with Polygons 2		Through online activities and offline practice, students learn to perform formal constructions of regular polygons inscribed in a circle. Students learn to do and understand the constructions with compass and straightedge as well as dynamic geometry software.
Similarity, Right Triangles, and Trigonometry (G-SRT)				
G.G-SRT.A Understand similarity in terms of similarity transformations.				
G.G-SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:				
G.G-SRT.A.1.a. Dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Full	**MTH208A: Unit: Basic Tools and Transformations** Dilations **MTH208A: Unit: Similarity** Dilations		Through online activities and offline practice, students learn to experiment to determine the properties of dilations given by a center and a scale factor using lines.
G.G-SRT.A.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Full	**MTH208A: Unit: Basic Tools and Transformations** Dilations **MTH208A: Unit: Similarity** Dilations and Scale Factors		Through online activities and offline practice, students learn to experiment to determine the properties of dilations given by a center and a scale factor using ratios of line segments.
G.G-SRT.A.2 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.	Full	**MTH208A: Unit: Similarity** Similar Polygons 1 Similar Polygons 2		Through online activities and offline practice, students learn to determine whether figures are similar and explain using transformations what it means for triangles to be similar where corresponding angles are congruent while corresponding sides are proportional.
G.G-SRT.A.3 Use the properties of similarity transformations to establish the AA, SAS, and SSS criterion for two triangles to be similar.	Full	**MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Similarity 2		Through online activities and offline practice, students use the properties of dilations (similar transformations) to learn to determine the AA Postulate and the SSS and SAS Similarity Theorems which prove two triangles are similar.
G.G-SRT.B Prove theorems involving similarity.				
G.G-SRT.B.4 Prove theorems about triangles. Theorems include: an interior line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Full	**MTH208B: Unit: Triangle Similarity** Applications of Triangle Similarity Triangle Proportionality 1 Triangle Proportionality 2 Similarity and the Pythagorean Theorem		Through online activities and offline practice, students learn to use similarity to prove theorems about triangles to include properties of proportionality with midsegments as well as the Pythagorean Theorem.

Geometry	G.G-SRT.B.5 Use congruence and similarity criteria to prove relationships in geometric figures and solve problems utilizing real-world context.	Full	**MTH208A: Unit: Similarity** Extended Problems: Similarity **MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Similarity 2 Triangle Proportionality 1 Triangle Proportionality 2 Similarity and the Pythagorean Theorem **MTH208B: Unit: Area and Volume** Volume Ratios Reasoning about Area and Volume **MTH208B: Unit: Right Triangle Trigonometry** Special Right Triangles 1 Special Right Triangles 2 Use Special Right Triangles to Determine the Surface Area of a Regular Pyramid		**MTH208A: Unit: Similarity** Through online activities and offline practice, students learn to solve problems and prove relationships involving similar geometric figures in real world contexts. **MTH208B: Unit: Triangle Similarity** Through online activities and offline practice, students learn to solve real world problems and prove relationships involving congruent and similar triangles in mathematical and real world contexts. **MTH208B: Unit: Area and Volume** Through online activities and offline practice, students learn to use congruence and similarity criteria to solve problems and prove relationships in geometric solids in mathematical and real world contexts.. **MTH208B: Unit: Right Triangle Trigonometry** Through online activities students learn to use similarity criteria to prove relationships in special right triangles and to solve problems in mathematical and real world contexts.
	G.G-SRT.C Define trigonometric ratios and solve problems involving right triangles.				
	G.G-SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Full	**MTH208B: Unit: Right Triangle Trigonometry** Trigonometric Ratios 1 Trigonometric Ratios 2 Angles and Trigonometric Ratios		Through online activities and offline practice, students learn to use similarity and side ratios that are properties of the angles to determine trigonometric ratios for angles of right triangles. Students solve real world problems involving trigonometric ratios.
	G.G-SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.	Full	**MTH208B: Unit: Right Triangle Trigonometry** Sines and Cosines		Through online activities and offline practice, students discover and use the relationship found between sines and cosines of complementary acute angles of right triangles.
	G.G-SRT.C.8 Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find unknown measurements in right triangles utilizing real-world context.	Full	**MTH208B: Unit: Triangle Similarity** Triangle Proportionality 1 Triangle Proportionality 2 Similarity and the Pythagorean Theorem **MTH208B: Unit: Right Triangle Trigonometry** Trigonometric Ratios 1 Trigonometric Ratios 2 Angles and Trigonometric Ratios Discuss: Applications of Trigonometry Derive Formula for Area of a Triangle		**MTH208B: Unit: Triangle Similarity** Through online activities and offline practice, students learn to use proportions and similarity to prove the Pythagorean Theorem and to use it to solve problems in real world contexts. **MTH208B: Unit: Right Triangle Trigonometry** Through online activities and offline practice, students learn to solve problems in mathematical and real world contexts involving right triangles using trigonometric ratios and Pythagorean Theorem. Problems include using inverse trig ratios to find unknown angles.

Circles (G-C)				
G.G-C.A Understand and apply theorems about circles.				
G.G-C.A.1 Prove that all circles are similar.	Full	**MTH208B: Unit: Circles** Similarity in Circles		Through online activities and offline practice, students learn to prove and use the property that all circles are similar.
G.G-C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Full	**MTH208B: Unit: Circles** Chords and Arcs 1 Chords and Arcs 2 Tangents to Circles 1 Tangents to Circles 2 Inscribed Angles and Arcs 1 Inscribed Angles and Arcs 2		Through online activities and offline practice, students learn to prove properties of angles for quadrilaterals inscribed in a circle and to construct inscribed and circumscribed circles of triangles.
G.G-C.A.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Full	**MTH208B: Unit: Circles** Relationships Between Triangles and Circles 1 Relationships Between Triangles and Circles 2 Inscribed Angles and Arcs 1 Inscribed Angles and Arcs 2		Through online activities and offline practice, students learn to determine properties and relationships among angles and segments formed with regard to circles to include inscribed, circumscribed, and central angles as well as radii, chords and tangents.
G.G-C.B Find arc lengths and areas of sectors of circles.				
G.G-C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. Convert between degrees and radians.	Full	**MTH208B: Unit: Circles** Radian Measure Sector Area		Through online activities and offline practice, students learn to derive properties of arcs and intercepted angles using similarity and to identify the radian measure of an angle. Students learn that the radian measure is the ratio of the arc length to the radius of the circle and learn to convert from degrees to radians and vice versa. Students learn to determine the formula for area of a sector and to solve problems.
Expressing Geometric Properties with Equations (G-GPE)				
G.G-GPE.A Translate between the geometric description and the equation for a conic section.				
G.G-GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Full	**MTH208B: Unit: Conic Sections** Circles 1 Circles 2		Through online activities and offline practice, students learn to use the Pythagorean Theorem to derive the equation of a circle given the center and radius and to use completing the square method to determine the center and radius given the equation.
G.G-GPE.B Use coordinates to prove geometric theorems algebraically.				
G.G-GPE.B.4 Use coordinates to algebraically prove or disprove geometric relationships algebraically. Relationships include: proving or disproving geometric figures given specific points in the coordinate plane; and proving or disproving if a specific point lies on a given circle.	Full	**MTH208A: Unit: Analytic Geometry** Coordinate Proofs **MTH208A: Unit: Line and Triangle Relationships** Quadrilaterals and Their Properties 2		**MTH208A: Unit: Analytic Geometry** Through online activities and offline practice, students learn to use coordinates to write proofs for geometric theorems. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to use coordinates to write proofs for geometric theorems involving properties of parallelograms.

G.G-GPE.B.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems, including finding the equation of a line parallel or perpendicular to a given line that passes through a given point.	Full	**MTH208A: Unit: Analytic Geometry** Parallel and Perpendicular Lines Use Slope **MTH208A: Unit: Line and Triangle Relationships** Quadrilaterals and Their Properties 2		**MTH208A: Unit: Analytic Geometry** Through online activities and offline practice, students learn to use slope to determine whether lines are parallel or perpendicular and to write equations for lines that are parallel or perpendicular to a given line. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to use slope to write proofs for geometric theorems involving parallel and perpendicular lines related to quadrilaterals.
G.G-GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Full	**MTH208A: Unit: Similarity** Directed Line Segments		Through online activities and offline practice, students learn to find the point on directed line segments that divides it into a given ratio.
G.G-GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.	Full	**MTH208A: Unit: Analytic Geometry** Rectangles, Triangles, and Composite Figures Computing Area and Perimeter with Coordinates Applications of Coordinates **MTH208B: Unit: Area and Volume** Composite Figures		**MTH208A: Unit: Analytic Geometry** Through online activities and offline practice, students learn to find perimeters and areas of figures to include on the coordinate plane. **MTH208B: Unit: Area and Volume** Through online activities and offline practice, students learn to find perimeters and areas of composite figures to include on the coordinate plane.
Geometric Measurement and Dimension (G-GMD)				
G.G-GMD.A Explain volume formulas and use them to solve problems.				
G.G-GMD.A.1 Analyze and verify the formulas for the volume of a cylinder, pyramid, and cone.	Full	**MTH208B: Unit: Area and Volume** Volumes of Prisms and Cylinders Volumes of Pyramids Volumes of Cones		Through online activities and offline practice, students learn to derive and use the formulas for areas and volumes of prisms, cylinders, pyramids, and cones to solve problems.
G.G-GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems utilizing real-world context.	Full	**MTH208B: Unit: Area and Volume** Volumes of Prisms and Cylinders Volumes of Pyramids Volumes of Cones Volume and Surface Area of Spheres		Through online activities and offline practice, students learn to use the formulas for volumes of prisms, cylinders, pyramids, cones, and spheres to solve problems in real world contexts.

	G.G-GMD.B Visualize relationships between two-dimensional and three-dimensional objects.				
	G.G-GMD.B.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Full	**MTH208B: Unit: Conic Sections** Introduction to Conic Sections **MTH208B: Unit: Modeling with Geometry** Cross Sections of Three-Dimensional Objects Three-Dimensional Objects Generated by Rotating Two-Dimensional Objects		**MTH208B: Unit: Conic Sections** Through online activities and offline practice, students learn to identify the shapes of 2-dimensional cross sections of 3-dimensional objects and to identify the conic sections that result from the intersections of cones and planes. **MTH208B: Unit: Modeling with Geometry** Through online activities and offline practice, students learn to identify the shapes of 2-dimensional cross sections of 3-dimensional objects and to determine the shape that will be created when a 2-dimensional object is rotated about an axis.
	Modeling with Geometry (G-MG)				
	G.G-MG-A Apply geometric concepts in modeling situations.				
	G.G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects utilizing real-world context.	Full	**MTH208B: Unit: Modeling with Geometry** Geometry on Earth Geometric Modeling		Through online activities and offline practice, students learn to use properties of geometric shapes to describe or approximate measures of real-world objects.
	G.G-MG.A.2 Apply concepts of density based on area and volume in modeling situations utilizing real-world context.	Full	**MTH208B: Unit: Modeling with Geometry** Density Fermi Problems		Through online activities and offline practice, students learn to apply concepts of area and volume to solve problems involving population density and density, mass, and volume in real world situations.
	G.G-MG.A.3 Apply geometric methods to solve design problems utilizing real-world context	Full	**MTH208B: Unit: Modeling with Geometry** Manufacturing: Design and Optimization		Through online activities and offline practice, students learn to use properties of geometric shapes to solve design or optimization problems in real world situations.

	Standards for Mathematical Practice				
	G.MP.1 **Make sense of problems and persevere in solving them.** Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.	Full	Embedded throughout, for example: **MTH208A: Unit: Analytic Geometry** Rectangles, Triangles, and Composite Figures Compute Area and Perimeter with Coordinates Applications of Coordinates **MTH208B: Unit: Area and Volume** Composite Figures Volumes of Prisms and Cylinders Surface Area and Volumes of Spheres **MTH208B: Unit: Modeling with Geometry** Geometry on Earth Manufacturing: Design and Optimization		**MTH208A: Unit: Analytic Geometry** Through online activities and practice, students learn to solve real-world and mathematical problems involving perimeter and area of two-dimensional objects composed of triangles, quadrilaterals, and polygons. Students learn to make a plan for problem solving, to choose a method for solving, and to check the reasonableness of the solutions. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Students learn to make a plan for problem solving and to check the reasonableness of the solutions. **MTH208B: Unit: Modeling with Geometry** Through online activities and practice, students learn to explain the meaning of a problem and to use prior knowledge to plan a strategy for solving. Students learn to use previous concepts to connect to new concepts in order to solve problems in real world contexts. Students learn to use and understand different methods and strategies for solving problems and to check to make sure solutions make sense in the context of the problem.
	G.MP.2 **Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the meaning of the numbers, the units, and the operations that the symbols represent. Mathematically proficient students know and flexibly use different properties of operations, numbers, and geometric objects and when appropriate they interpret their solution in terms of the context.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Length Measure Angles **MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Similarity 2 Triangle Proportionality Theorem 1 Similarity and the Pythagorean Theorem		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Students learn to use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple algebraic equations for an unknown angle in a figure. **MTH208B: Unit: Triangle Similarity** Through online activities and practice, students learn to use the properties of similarity transformations to establish the AA criterion for two triangles to be similar and to use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G.MP.3 **Construct viable arguments and critique the reasoning of others.** Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming or questioning the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Angles **MTH208A: Unit: Reasoning and Proof** Reasoning 1 Algebraic Proof Geometric Two-Column Proof **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to know precise definitions of geometric terms based on undefined notions and to use them to construct informal arguments to establish facts about angles. **MTH208A: Unit: Reasoning and Proof** Through online activities and practice, students learn to use reasoning to make conjectures and to prove theorems and to explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Students learn to use inductive reasoning and to construct a viable argument to justify a solution method. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to know precise definitions of geometric terms based on undefined notions and to use them to construct arguments for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.

Standards for Mathematical Practice	G.MP.4 **Model with mathematics.** Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically proficient students use their model to analyze the relationships and draw conclusions. They interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	Full	Embedded throughout, for example: **MTH208A: Unit: Analytic Geometry** Applications of Coordinates Use Slope **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders **MTH208B: Unit: Modeling with Geometry** Cross-Sections of Three-Dimensional Objects Geometry on Earth Geometric Modeling		**MTH208A: Unit: Analytic Geometry** Through online activities and practice, students learn to solve real-world and mathematical problems involving area, volume, and surface area of two-dimensional objects composed of triangles, quadrilaterals, and polygons. Students learn to use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. Students learn to prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to know the formulas for the area and circumference of a circle and use them to solve problems; to give an informal derivation of the relationship between the circumference and area of a circle. Students solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects. **MTH208B: Unit: Modeling with Geometry** Through online activities and practice, students learn to identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. Students learn to use geometric shapes, their measures, and their properties to describe objects.

G.MP.5 **Use appropriate tools strategically.** Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and their limitations. Students deepen their understanding of mathematical concepts when using tools to visualize, explore, compare, communicate, make and test predictions, and understand the thinking of others.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Angles Use Algebra to Describe Geometry 2 **MTH208A: Unit: Congruence and Constructions** Constructions of Segments, Angles, and Bisectors **MTH208A: Similarity** Directed Line Segments **MTH208B: Unit: Circles** Relationships Between Triangles and Circles 1 Inscribed Angles and Arcs 1		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Students learn to, given a geometric figure and a rotation, reflection, or translation, visualize and draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. **MTH208A: Unit: Congruence and Constructions** Through online activities and practice, students learn to explore the concept of congruence and to make formal geometric constructions with compass and straightedge and dynamic geometric software. **MTH208A: Similarity** Through online activities and offline practice, students learn to explore similarity and to make and test conjectures using paper folding techniques. **MTH208B: Unit: Circles** Through online activities and practice, students learn to use compass and straightedge to construct the inscribed and circumscribed circles of a triangle.
G.MP.6 **Attend to precision.** Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely. .	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Basic Geometric Terms and Definitions 1 Basic Geometric Terms and Definitions 2 **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders Volume and Surface Areas of Spheres Reasoning About Area and Volume		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to know and use precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to know precise definitions of geometric terms based on undefined terms and to use them to find and use volume and surface area formulas for cylinders, pyramids, cones, and spheres to solve problems and to express results with a degree of precision appropriate for the context of the problem.

	G.MP.7 **Look for and make use of structure.** Mathematically proficient students use structure and patterns to assist in making connections among mathematical ideas or concepts when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically proficient students manage their own progress, stepping back for an overview and shifting perspective when needed.	Full	Embedded throughout, for example: **MTH208A: Unit: Line and Triangle Relationships** Parallel Lines and Transversals 1 The Triangle Sum Theorem 1 Isosceles and Equilateral Triangles **MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Proportionality Theorem 1		**MTH208A: Unit: Line and Triangle Relationships** Through online activities and practice, students learn to make conjectures and look for patterns in order to prove theorems about angles formed by parallel lines and transversals and in triangles. Students learn to recognize and classify triangles and to use properties to solve problems. **MTH208B: Unit: Triangle Similarity** Through online activities and practice, students learn to look for patterns and make conjectures and to use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. Students learn to use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
	G.MP.8 **Look for and express regularity in repeated reasoning.** Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics which leads to fluency.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Angles **MTH208A: Unit: Congruence and Constructions** Triangle Congruence: SSS, SAS, and ASA 1 **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders Volume and Surface Areas of Spheres Reasoning About Area and Volume		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple algebraic equations for an unknown angle in a figure. **MTH208A: Unit: Congruence and Constructions** Through online activities and practice, students learn to make observations and conjectures in order to explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions and to use this to look for shortcuts to guarantee two triangles are congruent **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to derive the formulas for cylinders, pyramids, cones, and spheres to solve problems and to check for the reasonableness of their results.

Algebra I- Part A

Course Description

In K12 High School Algebra I, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry, including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

PREREQUISITES

K12 MS Pre-Algebra, MTH112: Pre-Algebra, or equivalent

COURSE LENGTH

One Semester

COURSE OUTLINE:

Unit 1 Algebra Basics

- Semester Introduction
- Foundations
- Expressions
- Variables
- Translating Words into Variable Expressions
- Equations
- Translating Words into Equations
- Replacement Sets
- Problem Solving
- Unit Review
- Unit Test

Unit 2 Properties of Real Numbers

- Number Lines
- Sets
- Comparing Expressions
- Number Properties
- Threaded Discussion Board
- Distributive Property
- Algebraic Proof

- Opposites and Absolute Value
- Unit Review
- Unit Test

Unit 3 Operations with Real Numbers

- Foundations
- Addition 1
- Addition 2
- Subtraction
- Multiplication
- Reciprocals and Division
- Unit Review
- Unit Test

Unit 4 Solving Equations

- Foundations
- Addition and Subtraction Equations
- Multiplication and Division Equations 1
- Multiplication and Division Equations 2
- Multiple Transformations
- Variables on Both Sides of an Equation
- Transforming Formulas
- Unit Review
- Unit Test

Unit 5 Solving Inequalities

- Foundations
- Inequalities
- Solving Inequalities
- Combined Inequalities
- Absolute Value Equations and Inequalities
- Applications: Inequalities
- Unit Review
- Unit Test

Unit 6 Applying Fractions

- Foundations
- Ratios 1
- Ratios 2

- Proportions
- Your Choice
- Percents 1
- Percents 2
- Applications: Percents
- Unit Review
- Unit Test

Unit 7 Linear Equations and Inequalities

- Foundations
- Graphs
- Equations in Two Variables
- Lines and Intercepts
- Slope
- Slope-Intercept Form
- Point-Slope Form
- Parallel and Perpendicular Lines
- Equations from Graphs
- Applications: Linear Models
- Graphing Linear Inequalities
- Unit Review
- Unit Test

Unit 8 Systems of Equations

- Foundations
- Systems of Equations
- Substitution Method
- Linear Combination
- Applications: Systems of Linear Equations
- Systems of Linear Inequalities
- Unit Review
- Unit Test

Unit 9 Semester Review and Test

- Semester Review
- Semester Test

Algebra I- Part B

Course Description

In K12 High School Algebra I, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry, including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

PREREQUISITES

K12 MS Pre-Algebra, MTH112: Pre-Algebra, or equivalent

COURSE LENGTH

One Semester

COURSE OUTLINE:

Unit 1 Relations and Functions

- Semester Introduction
- Foundations
- Relations
- Functions
- Function Equations 1
- Function Equations 2
- Absolute Value Functions
- Direct Linear Variation 1
- Direct Linear Variation 2
- Quadratic Variation
- Inverse Variation
- Unit Review
- Unit Test

Unit 2 Rationals, Irrationals, and Radicals

- Foundations
- Rational Numbers
- Terminating and Repeating Numbers
- Square Roots 1
- Square Roots 2

- Irrational Numbers
- Estimating Square Roots
- Radicals with Variables 1
- Radicals with Variables 2
- Using Square Roots to Solve Equations
- The Pythagorean Theorem
- Unit Review
- Unit Test

Unit 3 Working with Polynomials

- Foundations
- Overview of Polynomials
- Adding and Subtracting Polynomials
- Multiplying Monomials
- Multiplying Polynomials by Monomials
- Multiplying Polynomials
- The FOIL Method
- Unit Review
- Unit Test

Unit 4 Factoring Polynomials

- Foundations
- Factoring Integers
- Properties of Exponents
- Dividing Monomials
- Dividing Polynomials by Monomials
- Common Factors of Polynomials
- Factoring Perfect Squares
- Factoring Differences of Squares 1
- Factoring Differences of Squares 2
- Factoring Quadratic Trinomials
- Finding Roots of Polynomials
- Unit Review
- Unit Test

Unit 5 Quadratic Equations

- Foundations
- Solving Perfect Square Equations

- Completing the Square
- The Quadratic Formula
- The Discriminant
- Solving Quadratic Equations
- Equations and Graphs: Roots and Intercepts
- Applications: Area Problems
- Applications: Projectile Motion
- Unit Review
- Unit Test

Unit 6 Rational Expressions

- Foundations
- Simplifying Rational Expressions
- Multiplying Rational Expressions
- Dividing Rational Expressions
- Adding and Subtracting Rational Expressions 1
- Adding and Subtracting Rational Expressions 2
- Unit Review
- Unit Test

Unit 7 Logic and Reasoning

- Foundations
- Hypothesis and Conclusion
- Reasoning and Arguments
- Forms of Conditionals
- Inductive and Deductive Reasoning
- Analyzing and Writing Proofs
- Counterexample
- Unit Review
- Unit Test

Unit 8 Semester Review and Test

- Semester Review
- Semester Test

American Literature- Part A

Course Description

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

LITERATURE: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

LANGUAGE SKILLS: Students continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Course Objectives

- Identify character traits and motivations.
- Describe characters based on speech, actions, or interactions with others.
- Demonstrate knowledge of authors, characters, and events of significant works of literature.
- Identify conflict and resolution.
- Recognize the effect of setting or culture on a literary work.
- Recognize author's attitude or tone.
- Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.
- Identify theme.
- Recognize how point of view affects literature.
- Compare and contrast literary characters or selections.
- Recognize the use of language to convey mood.
- Identify rhyme scheme.
- Identify and interpret the use of imagery.
- Identify and interpret the use of figurative language.
- Identify elements of a short story.
- Identify climax.
- Identify point of view.
- Identify choices and consequences.
- Identify elements of drama and dramatic conventions.

PREREQUISITES

Literary Analysis and Composition II, or equivalent

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COURSE LENGTH

One Semester

COURSE OUTLINE:

I. LITERATURE

Readings include:

Novel

- To Kill a Mockingbird by Harper Lee

Prose Fiction and Nonfiction

- Works by Kate Chopin, O. Henry, James Thurber, Mark Twain, Russell Baker, Maya Angelou, Henry David Thoreau, Dr. Martin Luther King, Jr., and others

Poetry

- Works by Emily Dickinson, Robert Frost, Gwendolyn Brooks, Ralph Waldo Emerson, Walt Whitman, Langston Hughes, Stephen Crane, and others

II. COMPOSITION

- In this writing program, students practice writing essays in various genres. Many units use the literature lessons as a springboard and thereby reinforce the connection between reading for meaning and writing to communicate one's own ideas. Students learn the form and structure of a variety of essays they will encounter in their academic careers, including memoirs (narrative), research papers, arguments, and speeches. In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Memoir

- After reading a group of literary memoirs, students will craft their own memoir about a meaningful event in their lives. Students will plan, write, and revise their memoir, incorporating what they learned about showing language.

Argument

- Students will craft a persuasive argument incorporating elements of logical thinking and supporting evidence for their position.

Research Paper

- Students learn about information sources, plagiarism, note taking, outlining, and proper citations in this comprehensive unit.

Practical Writing

- Students will work on practical communications or workplace documents.

III. CRITICAL SKILLS PRACTICE

- Critical Reading Skills
- Passage-Based Questions
- Sentence Completion Questions
- Vocabulary Analysis
- Comprehension and Analysis

Writing Skills

- Responding to Prompts
- Identifying Errors and Improving Writing

American Literature- Part B

Course Description

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

LITERATURE: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

LANGUAGE SKILLS: Students continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Course Objectives

Identify character traits and motivations.

- Describe characters based on speech, actions, or interactions with others.
- Demonstrate knowledge of authors, characters, and events of significant works of literature.
- Identify conflict and resolution.
- Recognize the effect of setting or culture on a literary work.
- Recognize author's attitude or tone.
- Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.
- Identify theme.
- Recognize how point of view affects literature.
- Compare and contrast literary characters or selections.
- Recognize the use of language to convey mood.
- Identify rhyme scheme.
- Identify and interpret the use of imagery.
- Identify and interpret the use of figurative language.
- Identify elements of a short story.
- Identify climax.
- Identify point of view.
- Identify choices and consequences.
- Identify elements of drama and dramatic conventions.

PREREQUISITES

Literary Analysis and Composition II, or equivalent

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COURSE LENGTH

One Semester

COURSE OUTLINE:

I. LITERATURE

Readings include:

Drama

- Our Town by Thornton Wilder

Prose Fiction and Nonfiction

- Works by Kate Chopin, O. Henry, James Thurber, Mark Twain, Russell Baker, Maya Angelou, Henry David Thoreau, Dr. Martin Luther King, Jr., and others

Poetry

- Works by Emily Dickinson, Robert Frost, Gwendolyn Brooks, Ralph Waldo Emerson, Walt Whitman, Langston Hughes, Stephen Crane, and others

II. COMPOSITION

- In this writing program, students practice writing essays in various genres. Many units use the literature lessons as a springboard and thereby reinforce the connection between reading for meaning and writing to communicate one's own ideas. Students learn the form and structure of a variety of essays they will encounter in their academic careers, including memoirs (narrative), research papers, arguments, and speeches. In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Memoir

- After reading a group of literary memoirs, students will craft their own memoir about a meaningful event in their lives. Students will plan, write, and revise their memoir, incorporating what they learned about showing language.

Argument

- Students will craft a persuasive argument incorporating elements of logical thinking and supporting evidence for their position.

Research Paper

- Students learn about information sources, plagiarism, note taking, outlining, and proper citations in this comprehensive unit.

Practical Writing

- Students will work on practical communications or workplace documents.

III. CRITICAL SKILLS PRACTICE

- Critical Reading Skills
- Passage-Based Questions
- Sentence Completion Questions
- Vocabulary Analysis
- Comprehension and Analysis

Writing Skills

- Responding to Prompts
- Identifying Errors and Improving Writing

MTH202B: Geometry

Start Date	End Date	Day	Lesson Name	Assignment Given (if applicable)	Assignment Due (if applicable)	Assignment Due Date
1/7/19	1/7/19	1	Unit 1: Three-Dimensional Figures and Graphs Lesson 1: Semester Introduction			1/7/19
1/8/19	1/8/19	2	Unit 1: Three-Dimensional Figures and Graphs Lesson 2: Solid Shapes and Three-Dimensional Drawing, Part 1	1.02 Quiz	1.02 Quiz	1/8/19
1/9/19	1/9/19	3	Unit 1: Three-Dimensional Figures and Graphs Lesson 3: Solid Shapes and Three-Dimensional Drawing, Part 2	1.03 Quiz	1.03 Quiz	1/9/19
1/10/19	1/10/19	4	Unit 1: Three-Dimensional Figures and Graphs Lesson 4: Lines, Planes, and Polyhedra, Part 1	1.04 Quiz	1.04 Quiz	1/10/19
1/11/19	1/11/19	5	Unit 1: Three-Dimensional Figures and Graphs Lesson 5: Lines, Planes, and Polyhedra, Part 2	1.05 Quiz	1.05 Quiz	1/11/19
1/14/19	1/14/19	6	Unit 1: Three-Dimensional Figures and Graphs Lesson 6: Your Choice			1/14/19
1/15/19	1/15/19	7	Unit 1: Three-Dimensional Figures and Graphs Lesson 7: Prisms, Part 1	1.07 Mid-Unit Test	1.07 Mid-Unit Test	1/15/19
1/16/19	1/16/19	8	Unit 1: Three-Dimensional Figures and Graphs Lesson 8: Prisms, Part 2	1.08 Quiz	1.08 Quiz	1/16/19
1/17/19	1/17/19	9	Unit 1: Three-Dimensional Figures and Graphs Lesson 9: Your Choice			1/17/19
1/18/19	1/18/19	10	Unit 1: Three-Dimensional Figures and Graphs Lesson 10: Coordinates in Three Dimensions, Part 1 Lesson 11: Discuss: The Third Dimension	1.11 Discussion		1/18/19
1/22/19	1/22/19	11	Unit 1: Three-Dimensional Figures and Graphs Lesson 12: Coordinates in Three Dimensions, Part 2	1.12 Quiz	1.12 Quiz	1/22/19
1/23/19	1/23/19	12	Unit 1: Three-Dimensional Figures and Graphs Lesson 13: Equations of Lines and Planes in Space, Part 1	1.13 Quiz	1.13 Quiz	1/23/19
1/24/19	1/24/19	13	Unit 1: Three-Dimensional Figures and Graphs Lesson 14: Equations of Lines and Planes in Space, Part 2	1.14 Quiz	1.14 Quiz	1/24/19
1/25/19	1/25/19	14	Unit 1: Three-Dimensional Figures and Graphs Lesson 15: Unit Review		1.11 Discussion	1/25/19
1/28/19	1/28/19	15	Unit 1: Three-Dimensional Figures and Graphs Lesson 16: Unit Test	1.16 Unit 1 Test: Part 1 1.16 Unit 1 Test: Part 2	1.16 Unit 1 Test: Part 1 1.16 Unit 1 Test: Part 2	1/28/19
1/29/19	1/29/19	16	Unit 2: Surface Area and Volume Lesson 1: Surface Area and Volume, Part 1	2.01 Quiz	2.01 Quiz	1/29/19
1/30/19	1/30/19	17	Unit 2: Surface Area and Volume Lesson 2: Surface Area and Volume, Part 2	2.02 Quiz	2.02 Quiz	1/30/19
1/31/19	1/31/19	18	Unit 2: Surface Area and Volume Lesson 3: Surface Area and Volume of Prisms, Part 1	2.03 Quiz	2.03 Quiz	1/31/19
2/1/19	2/1/19	19	Unit 2: Surface Area and Volume Lesson 4: Surface Area and Volume of Prisms, Part 2	2.04 Quiz	2.04 Quiz	2/1/19
2/4/19	2/4/19	20	Unit 2: Surface Area and Volume Lesson 5: Your Choice			2/4/19
2/5/19	2/5/19	21	Unit 2: Surface Area and Volume Lesson 6: Surface Area and Volume of Pyramids, Part 1	2.06 Quiz	2.06 Quiz	2/5/19
2/6/19	2/6/19	22	Unit 2: Surface Area and Volume Lesson 7: Surface Area and Volume of Pyramids, Part 2	2.07 Quiz	2.07 Quiz	2/6/19
2/7/19	2/7/19	23	Unit 2: Surface Area and Volume Lesson 8: Surface Area and Volume of Cylinders, Part 1	2.08 Quiz	2.08 Quiz	2/7/19
2/8/19	2/8/19	24	Unit 2: Surface Area and Volume Lesson 9: Surface Area and Volume of Cylinders, Part 2	2.09 Mid-Unit Test	2.09 Mid-Unit Test	2/8/19
2/11/19	2/11/19	25	Unit 2: Surface Area and Volume Lesson 10: Your Choice			2/11/19
2/12/19	2/12/19	26	Unit 2: Surface Area and Volume Lesson 11: Surface Area and Volume of Cones, Part 1	2.11 Quiz	2.11 Quiz	2/12/19
2/13/19	2/13/19	27	Unit 2: Surface Area and Volume Lesson 12: Surface Area and Volume of Cones, Part 2	2.12 Quiz	2.12 Quiz	2/13/19
2/14/19	2/14/19	28	Unit 2: Surface Area and Volume Lesson 13: Surface Area and Volume of Spheres, Part 1	2.13 Quiz	2.13 Quiz	2/14/19

2/15/19	2/15/19	**29**	Unit 2: Surface Area and Volume Lesson 14: Surface Area and Volume of Spheres, Part 2	2.14 Quiz	2.14 Quiz	2/15/19
2/19/19	2/19/19	**30**	Unit 2: Surface Area and Volume Lesson 15: Three-Dimensional Symmetry	2.15 Quiz	2.15 Quiz	2/19/19
2/20/19	2/20/19	**31**	Unit 2: Surface Area and Volume Lesson 16: Unit Review			2/20/19
2/21/19	2/21/19	**32**	Unit 2: Surface Area and Volume Lesson 17: Unit Test	2.17 Unit 2 Test: Part 1 2.17 Unit 2 Test: Part 2	2.17 Unit 2 Test: Part 1 2.17 Unit 2 Test: Part 2	2/21/19
2/22/19	2/22/19	**33**	Unit 3: Similar Shapes Lesson 1: Dilations and Scale Factors, Part 1	3.01 Quiz	3.01 Quiz	2/22/19
2/25/19	2/25/19	**34**	Unit 3: Similar Shapes Lesson 2: Dilations and Scale Factors, Part 2	3.02 Quiz	3.02 Quiz	2/25/19
2/26/19	2/26/19	**35**	Unit 3: Similar Shapes Lesson 3: Similar Polygons, Part 1	3.03 Quiz	3.03 Quiz	2/26/19
2/27/19	2/27/19	**36**	Unit 3: Similar Shapes Lesson 4: Similar Polygons, Part 2	3.04 Quiz	3.04 Quiz	2/27/19
2/28/19	2/28/19	**37**	Unit 3: Similar Shapes Lesson 5: Your Choice			2/28/19
3/1/19	3/1/19	**38**	Unit 3: Similar Shapes Lesson 6: Triangle Similarity, Part 1 Lesson 7: Discuss: Similarity	3.07 Discussion		3/1/19
3/4/19	3/4/19	**39**	Unit 3: Similar Shapes Lesson 8: Triangle Similarity, Part 2	3.08 Mid-Unit Test	3.08 Mid-Unit Test	3/4/19
3/5/19	3/5/19	**40**	Unit 3: Similar Shapes Lesson 9: Side-Splitting Theorem, Part 1	3.09 Quiz	3.09 Quiz	3/5/19
3/6/19	3/6/19	**41**	Unit 3: Similar Shapes Lesson 10: Side-Splitting Theorem, Part 2	3.10 Quiz	3.10 Quiz	3/6/19
3/7/19	3/7/19	**42**	Unit 3: Similar Shapes Lesson 11: Your Choice			3/7/19
3/8/19	3/8/19	**43**	Unit 3: Similar Shapes Lesson 12: Indirect Measurement and Additional Similarity Theorems, Part 1	3.12 Quiz	3.12 Quiz 3.07 Discussion	3/8/19
3/18/19	3/18/19	**44**	Unit 3: Similar Shapes Lesson 13: Indirect Measurement and Additional Similarity Theorems, Part 2	3.13 Quiz	3.13 Quiz	3/18/19
3/19/19	3/19/19	**45**	Unit 3: Similar Shapes Lesson 14: Area and Volume Ratios, Part 1	3.14 Quiz	3.14 Quiz	3/19/19
3/20/19	3/20/19	**46**	Unit 3: Similar Shapes Lesson 15: Area and Volume Ratios, Part 2	3.15 Quiz	3.15 Quiz	3/20/19
3/21/19	3/21/19	**47**	Unit 3: Similar Shapes Lesson 16: Unit Review			3/21/19
3/22/19	3/22/19	**48**	Unit 3: Similar Shapes Lesson 17: Unit Test	3.17 Unit 3 Test: Part 1 3.17 Unit 3 Test: Part 2	3.17 Unit 3 Test: Part 1 3.17 Unit 3 Test: Part 2	3/22/19
3/25/19	3/25/19	**49**	Unit 4: Circles Lesson 1: Chords and Arcs, Part 1	4.01 Quiz	4.01 Quiz	3/25/19
3/26/19	3/26/19	**50**	Unit 4: Circles Lesson 2: Chords and Arcs, Part 2	4.02 Quiz	4.02 Quiz	3/26/19
3/27/19	3/27/19	**51**	Unit 4: Circles Lesson 3: Tangents to Circles, Part 1	4.03 Quiz	4.03 Quiz	3/27/19
3/28/19	3/28/19	**52**	Unit 4: Circles Lesson 4: Tangents to Circles, Part 2	4.04 Quiz	4.04 Quiz	3/28/19
3/29/19	3/29/19	**53**	Unit 4: Circles Lesson 5: Your Choice			3/29/19
4/1/19	4/1/19	**54**	Unit 4: Circles Lesson 6: Inscribed Angles and Arcs, Part 1	4.06 Quiz	4.06 Quiz	4/1/19
4/2/19	4/2/19	**55**	Unit 4: Circles Lesson 7: Inscribed Angles and Arcs, Part 2	4.07 Mid-Unit Test	4.07 Mid-Unit Test	4/2/19
4/3/19	4/3/19	**56**	Unit 4: Circles Lesson 8: Angles Formed by Secants and Tangents, Part 1	4.08 Quiz	4.08 Quiz	4/3/19
4/4/19	4/4/19	**57**	Unit 4: Circles Lesson 9: Angles Formed by Secants and Tangents, Part 2	4.09 Quiz	4.09 Quiz	4/4/19

4/5/19	4/5/19	**58**	Unit 4: Circles Lesson 10: Segments of Tangents, Secants, and Chords, Part 1	4.10 Quiz	4.10 Quiz	4/5/19
4/8/19	4/8/19	**59**	Unit 4: Circles Lesson 11: Your Choice			4/8/19
4/9/19	4/9/19	**60**	Unit 4: Circles Lesson 12: Segments of Tangents, Secants, and Chords, Part 2	4.12 Quiz	4.12 Quiz	4/9/19
4/10/19	4/10/19	**61**	Unit 4: Circles Lesson 13: Circles in the Coordinate Plane, Part 1	4.13 Quiz	4.13 Quiz	4/10/19
4/11/19	4/11/19	**62**	Unit 4: Circles Lesson 14: Circles in the Coordinate Plane, Part 2	4.14 Quiz	4.14 Quiz	4/11/19
4/12/19	4/12/19	**63**	Unit 4: Circles Lesson 15: Circles in the Coordinate Plane, part 3	4.15 Quiz	4.15 Quiz	4/12/19
4/15/19	4/15/19	**64**	Unit 4: Circles Lesson 16: Unit Review			4/15/19
4/16/19	4/16/19	**65**	Unit 4: Circles Lesson 17: Unit Test	4.17 Unit 4 Test: Part 1 4.17 Unit 4 Test: Part 2	4.17 Unit 4 Test: Part 1 4.17 Unit 4 Test: Part 2	4/16/19
4/17/19	4/17/19	**66**	Unit 5: Trigonometry Lesson 1: Tangents, Part 1	5.01 Quiz	5.01 Quiz	4/17/19
4/18/19	4/18/19	**67**	Unit 5: Trigonometry Lesson 2: Tangents, Part 2	5.02 Quiz	5.02 Quiz	4/18/19
4/22/19	4/22/19	**68**	Unit 5: Trigonometry Lesson 3: Sines and Cosines, Part 1	5.03 Quiz	5.03 Quiz	4/22/19
4/23/19	4/23/19	**69**	Unit 5: Trigonometry Lesson 4: Sines and Cosines, Part 2	5.04 Mid-Unit Test	5.04 Mid-Unit Test	4/23/19
4/24/19	4/24/19	**70**	Unit 5: Trigonometry Lesson 5: Special Right Trianlges, Part 1	5.05 Quiz	5.05 Quiz	4/24/19
4/25/19	4/25/19	**71**	Unit 5: Trigonometry Lesson 6: Special Right Triangles, Part 2	5.06 Quiz	5.06 Quiz	4/25/19
4/26/19	4/26/19	**72**	Unit 5: Trigonometry Lesson 7: The Laws of Sines and Cosines	5.07 Quiz	5.07 Quiz	4/26/19
4/29/19	4/29/19	**73**	Unit 5: Trigonometry Lesson 8: Unit Review			4/29/19
4/30/19	4/30/19	**74**	Unit 5: Trigonometry Lesson 9: Unit Test	5.09 Unit 5 Test: Part 1 5.09 Unit 5 Test: Part 2	5.09 Unit 5 Test: Part 1 5.09 Unit 5 Test: Part 2	4/30/19
5/1/19	5/1/19	**75**	Unit 6: Beyond Euclidean Geometry Lesson 1: The Perfect Rectangle	6.01 Quiz	6.01 Quiz	5/1/19
5/2/19	5/2/19	**76**	Unit 6: Beyond Euclidean Geometry Lesson 2: Taxicab Geometry	6.02 Quiz	6.02 Quiz	5/2/19
5/3/19	5/3/19	**77**	Unit 6: Beyond Euclidean Geometry Lesson 3: Graph Theory, Part 1	6.03 Quiz	6.03 Quiz	5/3/19
5/6/19	5/6/19	**78**	Unit 6: Beyond Euclidean Geometry Lesson 4: Graph Theory, Part 2 Lesson 5: Discuss: Graph Theory	6.05 Discussion		5/6/19
5/7/19	5/7/19	**79**	Unit 6: Beyond Euclidean Geometry Lesson 6: Topology	6.06 Mid-Unit Test	6.06 Mid-Unit Test	5/7/19
5/8/19	5/8/19	**80**	Unit 6: Beyond Euclidean Geometry Lesson 7: Your Choice			5/8/19
5/9/19	5/9/19	**81**	Unit 6: Beyond Euclidean Geometry Lesson 8: Spherical Geometry	6.08 Quiz	6.08 Quiz	5/9/19
5/10/19	5/10/19	**82**	Unit 6: Beyond Euclidean Geometry Lesson 9: Fractal Geometry	6.09 Quiz	6.09 Quiz	5/10/19
5/13/19	5/13/19	**83**	Unit 6: Beyond Euclidean Geometry Lesson 10: Projective Geometry		6.05 Discussion	5/13/19
5/14/19	5/14/19	**84**	Unit 6: Beyond Euclidean Geometry Lesson 11: Computer Logic	6.11Quiz	6.11Quiz	5/14/19
5/15/19	5/15/19	**85**	Unit 6: Beyond Euclidean Geometry Lesson 12: Unit Review			5/15/19
5/16/19	5/16/19	**86**	Unit 6: Beyond Euclidean Geometry Lesson 13: Unit Test	6.13 Unit 6 Test: Part 1 6.13 Unit 6 Test: Part 2	6.13 Unit 6 Test: Part 1 6.13 Unit 6 Test: Part 2	5/16/19

5/17/19	5/17/19	**87**	Unit 7: Semester Test Lesson 1: Semester Review			5/17/19
5/20/19	5/20/19	**88**	Unit 7: Semester Test Lesson 2: Your Choice			5/20/19
5/21/19	5/21/19	**89**	Unit 7: Semester Test Lesson 3: Your Choice			5/21/19
5/22/19	5/22/19	**90**	Unit 7: Semester Test Lesson 4: Semester Test	7.04 Semester Test: Part 1 7.04 Semester Test: Part 2	7.04 Semester Test: Part 1 7.04 Semester Test: Part 2	5/22/19

MTH202B: Geometry

Start Date	End Date	Day	Lesson Name	Objective	Standard	Assignment Due Date
1/7/19	1/7/19	1	Unit 1: Three-Dimensional Figures and Graphs Lesson 1: Semester Introduction			1/7/19
1/8/19	1/8/19	2	Unit 1: Three-Dimensional Figures and Graphs Lesson 2: Solid Shapes and Three-Dimensional Drawing, Part 1	1.02 Quiz	1.02 Quiz	1/8/19
1/9/19	1/9/19	3	Unit 1: Three-Dimensional Figures and Graphs Lesson 3: Solid Shapes and Three-Dimensional Drawing, Part 2	1.03 Quiz	1.03 Quiz	1/9/19
1/10/19	1/10/19	4	Unit 1: Three-Dimensional Figures and Graphs Lesson 4: Lines, Planes, and Polyhedra, Part 1	1.04 Quiz	1.04 Quiz	1/10/19
1/11/19	1/11/19	5	Unit 1: Three-Dimensional Figures and Graphs Lesson 5: Lines, Planes, and Polyhedra, Part 2	1.05 Quiz	1.05 Quiz	1/11/19
1/14/19	1/14/19	6	Unit 1: Three-Dimensional Figures and Graphs Lesson 6: Your Choice			1/14/19
1/15/19	1/15/19	7	Unit 1: Three-Dimensional Figures and Graphs Lesson 7: Prisms, Part 1	1.07 Mid-Unit Test	1.07 Mid-Unit Test	1/15/19
1/16/19	1/16/19	8	Unit 1: Three-Dimensional Figures and Graphs Lesson 8: Prisms, Part 2	1.08 Quiz	1.08 Quiz	1/16/19
1/17/19	1/17/19	9	Unit 1: Three-Dimensional Figures and Graphs Lesson 9: Your Choice			1/17/19
1/18/19	1/18/19	10	Unit 1: Three-Dimensional Figures and Graphs Lesson 10: Coordinates in Three Dimensions, Part 1 Lesson 11: Discuss: The Third Dimension	1.11 Discussion		1/18/19
1/22/19	1/22/19	11	Unit 1: Three-Dimensional Figures and Graphs Lesson 12: Coordinates in Three Dimensions, Part 2	1.12 Quiz	1.12 Quiz	1/22/19
1/23/19	1/23/19	12	Unit 1: Three-Dimensional Figures and Graphs Lesson 13: Equations of Lines and Planes in Space, Part 1	1.13 Quiz	1.13 Quiz	1/23/19
1/24/19	1/24/19	13	Unit 1: Three-Dimensional Figures and Graphs Lesson 14: Equations of Lines and Planes in Space, Part 2	1.14 Quiz	1.14 Quiz	1/24/19
1/25/19	1/25/19	14	Unit 1: Three-Dimensional Figures and Graphs Lesson 15: Unit Review		1.11 Discussion	1/25/19
1/28/19	1/28/19	15	Unit 1: Three-Dimensional Figures and Graphs Lesson 16: Unit Test	1.16 Unit 1 Test: Part 1 1.16 Unit 1 Test: Part 2	1.16 Unit 1 Test: Part 1 1.16 Unit 1 Test: Part 2	1/28/19
1/29/19	1/29/19	16	Unit 2: Surface Area and Volume Lesson 1: Surface Area and Volume, Part 1	2.01 Quiz	2.01 Quiz	1/29/19
1/30/19	1/30/19	17	Unit 2: Surface Area and Volume Lesson 2: Surface Area and Volume, Part 2	2.02 Quiz	2.02 Quiz	1/30/19
1/31/19	1/31/19	18	Unit 2: Surface Area and Volume Lesson 3: Surface Area and Volume of Prisms, Part 1	2.03 Quiz	2.03 Quiz	1/31/19
2/1/19	2/1/19	19	Unit 2: Surface Area and Volume Lesson 4: Surface Area and Volume of Prisms, Part 2	2.04 Quiz	2.04 Quiz	2/1/19
2/4/19	2/4/19	20	Unit 2: Surface Area and Volume Lesson 5: Your Choice			2/4/19
2/5/19	2/5/19	21	Unit 2: Surface Area and Volume Lesson 6: Surface Area and Volume of Pyramids, Part 1	2.06 Quiz	2.06 Quiz	2/5/19
2/6/19	2/6/19	22	Unit 2: Surface Area and Volume Lesson 7: Surface Area and Volume of Pyramids, Part 2	2.07 Quiz	2.07 Quiz	2/6/19
2/7/19	2/7/19	23	Unit 2: Surface Area and Volume Lesson 8: Surface Area and Volume of Cylinders, Part 1	2.08 Quiz	2.08 Quiz	2/7/19
2/8/19	2/8/19	24	Unit 2: Surface Area and Volume Lesson 9: Surface Area and Volume of Cylinders, Part 2	2.09 Mid-Unit Test	2.09 Mid-Unit Test	2/8/19
2/11/19	2/11/19	25	Unit 2: Surface Area and Volume Lesson 10: Your Choice			2/11/19
2/12/19	2/12/19	26	Unit 2: Surface Area and Volume Lesson 11: Surface Area and Volume of Cones, Part 1	2.11 Quiz	2.11 Quiz	2/12/19
2/13/19	2/13/19	27	Unit 2: Surface Area and Volume Lesson 12: Surface Area and Volume of Cones, Part 2	2.12 Quiz	2.12 Quiz	2/13/19
2/14/19	2/14/19	28	Unit 2: Surface Area and Volume Lesson 13: Surface Area and Volume of Spheres, Part 1	2.13 Quiz	2.13 Quiz	2/14/19

2/15/19	2/15/19	**29**	Unit 2: Surface Area and Volume Lesson 14: Surface Area and Volume of Spheres, Part 2	2.14 Quiz	2.14 Quiz	2/15/19
2/19/19	2/19/19	**30**	Unit 2: Surface Area and Volume Lesson 15: Three-Dimensional Symmetry	2.15 Quiz	2.15 Quiz	2/19/19
2/20/19	2/20/19	**31**	Unit 2: Surface Area and Volume Lesson 16: Unit Review			2/20/19
2/21/19	2/21/19	**32**	Unit 2: Surface Area and Volume Lesson 17: Unit Test	2.17 Unit 2 Test: Part 1 2.17 Unit 2 Test: Part 2	2.17 Unit 2 Test: Part 1 2.17 Unit 2 Test: Part 2	2/21/19
2/22/19	2/22/19	**33**	Unit 3: Similar Shapes Lesson 1: Dilations and Scale Factors, Part 1	3.01 Quiz	3.01 Quiz	2/22/19
2/25/19	2/25/19	**34**	Unit 3: Similar Shapes Lesson 2: Dilations and Scale Factors, Part 2	3.02 Quiz	3.02 Quiz	2/25/19
2/26/19	2/26/19	**35**	Unit 3: Similar Shapes Lesson 3: Similar Polygons, Part 1	3.03 Quiz	3.03 Quiz	2/26/19
2/27/19	2/27/19	**36**	Unit 3: Similar Shapes Lesson 4: Similar Polygons, Part 2	3.04 Quiz	3.04 Quiz	2/27/19
2/28/19	2/28/19	**37**	Unit 3: Similar Shapes Lesson 5: Your Choice			2/28/19
3/1/19	3/1/19	**38**	Unit 3: Similar Shapes Lesson 6: Triangle Similarity, Part 1 Lesson 7: Discuss: Similarity	3.07 Discussion		3/1/19
3/4/19	3/4/19	**39**	Unit 3: Similar Shapes Lesson 8: Triangle Similarity, Part 2	3.08 Mid-Unit Test	3.08 Mid-Unit Test	3/4/19
3/5/19	3/5/19	**40**	Unit 3: Similar Shapes Lesson 9: Side-Splitting Theorem, Part 1	3.09 Quiz	3.09 Quiz	3/5/19
3/6/19	3/6/19	**41**	Unit 3: Similar Shapes Lesson 10: Side-Splitting Theorem, Part 2	3.10 Quiz	3.10 Quiz	3/6/19
3/7/19	3/7/19	**42**	Unit 3: Similar Shapes Lesson 11: Your Choice			3/7/19
3/8/19	3/8/19	**43**	Unit 3: Similar Shapes Lesson 12: Indirect Measurement and Additional Similarity Theorems, Part 1	3.12 Quiz	3.12 Quiz 3.07 Discussion	3/8/19
3/18/19	3/18/19	**44**	Unit 3: Similar Shapes Lesson 13: Indirect Measurement and Additional Similarity Theorems, Part 2	3.13 Quiz	3.13 Quiz	3/18/19
3/19/19	3/19/19	**45**	Unit 3: Similar Shapes Lesson 14: Area and Volume Ratios, Part 1	3.14 Quiz	3.14 Quiz	3/19/19
3/20/19	3/20/19	**46**	Unit 3: Similar Shapes Lesson 15: Area and Volume Ratios, Part 2	3.15 Quiz	3.15 Quiz	3/20/19
3/21/19	3/21/19	**47**	Unit 3: Similar Shapes Lesson 16: Unit Review			3/21/19
3/22/19	3/22/19	**48**	Unit 3: Similar Shapes Lesson 17: Unit Test	3.17 Unit 3 Test: Part 1 3.17 Unit 3 Test: Part 2	3.17 Unit 3 Test: Part 1 3.17 Unit 3 Test: Part 2	3/22/19
3/25/19	3/25/19	**49**	Unit 4: Circles Lesson 1: Chords and Arcs, Part 1	4.01 Quiz	4.01 Quiz	3/25/19
3/26/19	3/26/19	**50**	Unit 4: Circles Lesson 2: Chords and Arcs, Part 2	4.02 Quiz	4.02 Quiz	3/26/19
3/27/19	3/27/19	**51**	Unit 4: Circles Lesson 3: Tangents to Circles, Part 1	4.03 Quiz	4.03 Quiz	3/27/19
3/28/19	3/28/19	**52**	Unit 4: Circles Lesson 4: Tangents to Circles, Part 2	4.04 Quiz	4.04 Quiz	3/28/19
3/29/19	3/29/19	**53**	Unit 4: Circles Lesson 5: Your Choice			3/29/19
4/1/19	4/1/19	**54**	Unit 4: Circles Lesson 6: Inscribed Angles and Arcs, Part 1	4.06 Quiz	4.06 Quiz	4/1/19
4/2/19	4/2/19	**55**	Unit 4: Circles Lesson 7: Inscribed Angles and Arcs, Part 2	4.07 Mid-Unit Test	4.07 Mid-Unit Test	4/2/19
4/3/19	4/3/19	**56**	Unit 4: Circles Lesson 8: Angles Formed by Secants and Tangents, Part 1	4.08 Quiz	4.08 Quiz	4/3/19
4/4/19	4/4/19	**57**	Unit 4: Circles Lesson 9: Angles Formed by Secants and Tangents, Part 2	4.09 Quiz	4.09 Quiz	4/4/19

4/5/19	4/5/19	**58**	Unit 4: Circles Lesson 10: Segments of Tangents, Secants, and Chords, Part 1	4.10 Quiz	4.10 Quiz	4/5/19
4/8/19	4/8/19	**59**	Unit 4: Circles Lesson 11: Your Choice			4/8/19
4/9/19	4/9/19	**60**	Unit 4: Circles Lesson 12: Segments of Tangents, Secants, and Chords, Part 2	4.12 Quiz	4.12 Quiz	4/9/19
4/10/19	4/10/19	**61**	Unit 4: Circles Lesson 13: Circles in the Coordinate Plane, Part 1	4.13 Quiz	4.13 Quiz	4/10/19
4/11/19	4/11/19	**62**	Unit 4: Circles Lesson 14: Circles in the Coordinate Plane, Part 2	4.14 Quiz	4.14 Quiz	4/11/19
4/12/19	4/12/19	**63**	Unit 4: Circles Lesson 15: Circles in the Coordinate Plane, part 3	4.15 Quiz	4.15 Quiz	4/12/19
4/15/19	4/15/19	**64**	Unit 4: Circles Lesson 16: Unit Review			4/15/19
4/16/19	4/16/19	**65**	Unit 4: Circles Lesson 17: Unit Test	4.17 Unit 4 Test: Part 1 4.17 Unit 4 Test: Part 2	4.17 Unit 4 Test: Part 1 4.17 Unit 4 Test: Part 2	4/16/19
4/17/19	4/17/19	**66**	Unit 5: Trigonometry Lesson 1: Tangents, Part 1	5.01 Quiz	5.01 Quiz	4/17/19
4/18/19	4/18/19	**67**	Unit 5: Trigonometry Lesson 2: Tangents, Part 2	5.02 Quiz	5.02 Quiz	4/18/19
4/22/19	4/22/19	**68**	Unit 5: Trigonometry Lesson 3: Sines and Cosines, Part 1	5.03 Quiz	5.03 Quiz	4/22/19
4/23/19	4/23/19	**69**	Unit 5: Trigonometry Lesson 4: Sines and Cosines, Part 2	5.04 Mid-Unit Test	5.04 Mid-Unit Test	4/23/19
4/24/19	4/24/19	**70**	Unit 5: Trigonometry Lesson 5: Special Right Trianlges, Part 1	5.05 Quiz	5.05 Quiz	4/24/19
4/25/19	4/25/19	**71**	Unit 5: Trigonometry Lesson 6: Special Right Triangles, Part 2	5.06 Quiz	5.06 Quiz	4/25/19
4/26/19	4/26/19	**72**	Unit 5: Trigonometry Lesson 7: The Laws of Sines and Cosines	5.07 Quiz	5.07 Quiz	4/26/19
4/29/19	4/29/19	**73**	Unit 5: Trigonometry Lesson 8: Unit Review			4/29/19
4/30/19	4/30/19	**74**	Unit 5: Trigonometry Lesson 9: Unit Test	5.09 Unit 5 Test: Part 1 5.09 Unit 5 Test: Part 2	5.09 Unit 5 Test: Part 1 5.09 Unit 5 Test: Part 2	4/30/19
5/1/19	5/1/19	**75**	Unit 6: Beyond Euclidean Geometry Lesson 1: The Perfect Rectangle	6.01 Quiz	6.01 Quiz	5/1/19
5/2/19	5/2/19	**76**	Unit 6: Beyond Euclidean Geometry Lesson 2: Taxicab Geometry	6.02 Quiz	6.02 Quiz	5/2/19
5/3/19	5/3/19	**77**	Unit 6: Beyond Euclidean Geometry Lesson 3: Graph Theory, Part 1	6.03 Quiz	6.03 Quiz	5/3/19
5/6/19	5/6/19	**78**	Unit 6: Beyond Euclidean Geometry Lesson 4: Graph Theory, Part 2 Lesson 5: Discuss: Graph Theory	6.05 Discussion		5/6/19
5/7/19	5/7/19	**79**	Unit 6: Beyond Euclidean Geometry Lesson 6: Topology	6.06 Mid-Unit Test	6.06 Mid-Unit Test	5/7/19
5/8/19	5/8/19	**80**	Unit 6: Beyond Euclidean Geometry Lesson 7: Your Choice			5/8/19
5/9/19	5/9/19	**81**	Unit 6: Beyond Euclidean Geometry Lesson 8: Spherical Geometry	6.08 Quiz	6.08 Quiz	5/9/19
5/10/19	5/10/19	**82**	Unit 6: Beyond Euclidean Geometry Lesson 9: Fractal Geometry	6.09 Quiz	6.09 Quiz	5/10/19
5/13/19	5/13/19	**83**	Unit 6: Beyond Euclidean Geometry Lesson 10: Projective Geometry		6.05 Discussion	5/13/19
5/14/19	5/14/19	**84**	Unit 6: Beyond Euclidean Geometry Lesson 11: Computer Logic	6.11Quiz	6.11Quiz	5/14/19
5/15/19	5/15/19	**85**	Unit 6: Beyond Euclidean Geometry Lesson 12: Unit Review			5/15/19
5/16/19	5/16/19	**86**	Unit 6: Beyond Euclidean Geometry Lesson 13: Unit Test	6.13 Unit 6 Test: Part 1 6.13 Unit 6 Test: Part 2	6.13 Unit 6 Test: Part 1 6.13 Unit 6 Test: Part 2	5/16/19

5/17/19	5/17/19	**87**	Unit 7: Semester Test Lesson 1: Semester Review			5/17/19
5/20/19	5/20/19	**88**	Unit 7: Semester Test Lesson 2: Your Choice			5/20/19
5/21/19	5/21/19	**89**	Unit 7: Semester Test Lesson 3: Your Choice			5/21/19
5/22/19	5/22/19	**90**	Unit 7: Semester Test Lesson 4: Semester Test	7.04 Semester Test: Part 1 7.04 Semester Test: Part 2	7.04 Semester Test: Part 1 7.04 Semester Test: Part 2	5/22/19

Appendix B.
Academic Systems Review Site Visit Inventory

II. Curriculum Evaluation Inventory

Curriculum Mapping Process

The curriculum mapping document is a dynamic process which allows for adjustments to be made as needed. The process is an ongoing working document.

We will map and align the standards based on Data and Instruction.

We will have the following components:

- AZ State Standards
- Student friendly objectives
- Resources include-
    - PEAK digital curriculum
    - Other supplemental resources
    - Multi-media resources
    - EngageNY curriculum
    - Textbooks
- Assessments
- Four quarter plan
- Pacing Guides
- Curriculum is cross walked with AZ State Standards
- Training provided by Director of Curriculum and Instruction which will include the following:
    - Each teacher provided a four-quarter plan to include concepts and standards they will teach in each quarter
    - Lesson plan format provided for each teacher
    - Lesson plans to include both formative and summative assessments.

Curriculum Planning

The Curriculum Planning procedures are used to support teachers in planning for the school year.

Year at a Glance

Purpose: This is used to provide a "skeleton" view of your planning over the school year. It supports planning among the classroom teachers and the specialists who instruct the students at that grade level. The scope and sequence for each content area may be used to select specific topics for instruction for each month.

Curriculum Map

Purpose: This Map provides a more in-depth view of the topics teachers have selected to instruct over the current school year. Included in this template are the Overarching Enduring Understandings, Essential Questions, Standards, Essential Learnings, Assessments, Knowledge, Skills, Learning Activities, Accommodations and Materials. The Curriculum Map allows teachers to be more specific in their planning for instruction.

Unit Design

Purpose: The Unit Design supports very specific planning of a unit for instruction. It includes all of the features of the Curriculum Map as well as the integration of technology into the unit. Therefore, input from classroom teachers and specialists are again essential to creating a unit that meets the needs of all students.

CURRICULUM EVALUATION TEAM

Stakeholder Team

Member	Role	Responsibilities
Sue Douglas	Principal	School Principal
Ken Faulkner	Vice Principal	Vice Principal
Sheri Skousen	Director Curriculum and Instruction	Provide testing and testing data to principal, teachers, students and LEA.
Kathy Tolman	School Director	Director of school
Shawn Lindsay	Parent Liaison	Implementation of parental involvement program
Teachers: Lead	Cyndi Obrien Qin Miller	English Math

A+ Curriculum Evaluation Rubric

3=Exceeds 2=Meets 1=Approaches 0=FFB

ALIGNMENT	EXCEEDS	MEETS	APPROACHES	FALLS FAR BELOW
ALIGNMENT AND CONTENT COVERAGE-at least 100 hours of content/subject/grade. (Exception for fact fluency/other targeted skill programs). Content aligned to Arizona Standards.			X	
ASSESSMENT- Program assigns leveled pre/post assessments to measure student growth and readiness for next units. Independent assessments verify content mastery.			X	
ADAPTIVITY-system determines student's current instructional level within addressed content standards and adapts instruction to current level.				X
ASSIGNABILITY - ability for admin to influence/control content assignment in an automated, efficient way.			X	
Data Integration-Flexible and able to include in dashboard. (Assumes site has LMS with dashboards.)			X	
REPORTS - Program delivers class level and student level reports including detailed report of progress by standard.			X	
CURRICULUM-research based instructional design and demonstrable student outcomes in field-testing				X
CURRICULUM-system teaches and reteaches concepts through multiple pedagogical approaches				X
ENGAGEMENT-built in incentive system (game, team score, rewards) for students as they demonstrate their learning.				X
COST- student total digital curricula budget in comparison comparable programs. (Customize as necessary for school's budget.)		X		
TRAIN THE TRAINERS MODEL - one-time training that we can deliver to leadership personnel		X		
TOTAL PRE-SCREEN SCORE 9/33 points		4	5	0
VERIFY DURING TRIAL		X		
ASSESSMENT AND RESULTS-student makes significant gains which can be measured		X		
CONFIRMATION OF ADAPTIVITY-system modifies lessons in real time based on student error and alters content to adapt to student's individual level				X
CONFIRMATION OF ASSIGNABILITY-system allows user to assign content and alter scope and sequence at micro-standard level		X		
STUDENT USABILITY-ease of student navigation and comprehension of instructions		X		
ADMIN OVERSIGHT-simplicity for coordinators to administer program and assist students			X	
ENGAGEMENT/BREADTH-curriculum could be used continuously without burn-out or disengagement				X
SUPPORT-phone/email access to responsive, respectful, effective support team		X		
TOTAL TRIAL VERIFICATION SCORE 11/24 points		10	1	0
TOTAL SUM 20/57 **57=Exceeds 38=Meets 19=Approaches**				

East Valley High School
Academics · Arts · Technology

EVHS LEADERSHIP TEAM MINUTES

Date: 10/22/18
Time: 9:30 AM

In Attendance

Kathy Tolman

Sue Douglas

Ken Faulkner

Sheri Skousen

Meeting Purpose

Fuel Education Curriculum Presentation

Joe Sventum

The team met to discuss the needs of our diverse student population by adopting an upgrade to our current digital system, "The Anywhere Learning System".

In looking for a new delivery system, the team was focused on the following solutions:

- Varied learning styles
- Unique student schedules
- Low graduation rates
- Academic challenges
- Budget concerns

Within this scope, Fuel Education was determined to be a viable option. The company provided the digital curriculum upgrades from our current system to include a wide array of digital educational resources. The digital courses included in the package met our basic curriculum needs in English, math, science, and social studies. In addition, the upgrade would include 100+ career-focused electives, 19 credit recovery course, 15 advanced placement courses, along with Foreign Language courses including Chinese, French, German, Latin and Spanish.

The team agreed that in addition to the expansive course catalog the blended learning aspect design for use in our lab and traditional classroom settings were an effective change to our current learning environment.

The curriculum was aligned to the Arizona standards, which was a top consideration. The company provided the team with current studies in similar educational settings with proven results. Fuel Education had an experienced team, able to help review and assess our needs and to ensure success at every level to reach our program goals.

Training sessions have been scheduled for staff and administration. The implementation will include access to the online video trainings prior to the staff training workshop. All staff will view the online trainings in advance of the workshop to familiarize themselves with the program.

The team unanimously approved the curriculum and technology. All agreed it was the right curriculum to support our school district's unique needs. The experts will work closely to cover every aspect of planning, implementing, and maintaining an effective, successful digital blended learning program.

Follow Up Meeting

Date: 11/9/2018

Time: 9:30 AM

The team will meet to discuss the implementation plan.

Edulastic Assessment Review 2018-19

Reviewers:

Kathy Tolman-Executive Director
Sue Douglas-Principal
Ken Faulkner-Vice Principal
Sheri Skousen-Dir Curriculum and Instruction
TJ Little-English Department
Qin Miller-Math Department

Finding a one-size-fits-all approach to assessments can be challenging. Therefore, the leadership team, after reviewing the advantages below, has found the Edulastic Assessment System to be an additional resource for providing a wide array of technology enhanced questions. The company has included an 80K certified question bank which can be set to the AZ Standards. In addition, teachers can create their own questions using the standards. The reports can be downloaded immediately. The standards are disaggregated by student and whole class. The technology enhanced question types are similar to those used in AzMERIT.

The Curriculum Team agreed the added benefit of a second resource for both formative and summative assessments should be adopted this academic year. The paid version will be considered after a trial period.

Unlimited Assessments

Create as many classes & students as you need.

80K & Growing Item Bank

Edulastic Certified for Grades K-12.

30+ Technology-Enhanced Question Types

Create your own or mix and match.

Immediate Performance Data

Real-time reports by student and class.

Standards Mastery Tracking

Reports by standard for students and classes.

Assessment Sharing

Share assessments or keep them private. Your choice.

Arizona Mathematics Standards - Geometry
Compared to MTH208: Summit Geometry

Alignment verified:
April 24, 2017

Strand/Topic	Standards	Coverage	Course/Units/Lessons	Comments	How the Standard is Addressed
	Quantities (N-Q)				
	A1.N-Q.A Reason quantitatively and use units to solve problems.				
Number and Quantity	G.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include utilizing real-world context.	None		Teachers will supplement the curriculum to provide opportunities for students to use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include utilizing real-world context.	
	G.N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. Include problem-solving opportunities utilizing real-world context.	Full	**MTH208B: Unit: Conic Sections** Parabolas 1 Parabolas 2		Students choose appropriate quantities to graph conic sections that are parabolas to solve problems that involve models of various real-world applications like the trajectory of an object launched into the air, roller coasters, and bridges.
	G.N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities utilizing real-world context.	Full	**MTH208B: Unit: Modeling with Geometry** Geometry on Earth Geometric Modeling		Through online activities and practice, students use geometric shapes that represent objects in everyday life and apply properties, formulas, and concepts to solve estimation problems that involve making appropriate decisions about their solutions based on the real-life situation.
	Congruence (G-CO)				
	G.G-CO.A Experiment with transformations in the plane.				
	G.G-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Full	**MTH208A: Unit: Basic Tools and Transformations** Basic Geometric Terms and Definitions 1 Basic Geometric Terms and Definitions 1 Measure Length Measure Angles **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Circumferences and Areas of Circles 2		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and offline practice, students learn and use precise definitions of various geometric terms and concepts to include points, lines, angles, and their measures. **MTH208B: Unit: Area and Volume** Through online activities and offline practice, students learn and use precise definitions of various geometric terms and concepts to include circles and distance around a circular arc.

G.G-CO.A.2 Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2 Dilations Using Algebra to Describe Geometry		Through online activities and offline practice, students learn to use transformations to describe whether a figure has been translated, reflected, rotated, or dilated. Students learn to determine whether measures are preserved or not. Students learn to identify and perform these transformations on the coordinate plane.
G.G-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2 Polygons and Symmetry 3		Through online activities and offline practice, students learn to use transformations to describe whether a figure has been reflected or rotated to where it maps onto itself.
G.G-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2		Through online activities and offline practice, students learn to use previously defined terms to develop and use definitions of transformations to describe whether a figure has been translated, reflected, rotated, or dilated.
G.G-CO.A.5 Given a geometric figure and a rotation, reflection, or translation draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.	Full	**MTH208A: Unit: Basic Tools and Transformations** Transformations 1 Transformations 2 Discuss: Transformations Using Algebra to Describe Geometry		Through online activities and offline practice, students learn to use transformations to describe whether a figure has been translated, reflected, rotated, or dilated. Students learn to identify and perform these transformations on the coordinate plane and with interactive software. Students learn to use transformations to describe whether a figure has been reflected or rotated to where it maps onto itself.
G.G-CO.B Understand congruence in terms of rigid motions.				
G.G-CO.B.6 Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Full	**MTH208A: Unit: Congruence and Constructions** Congruence and Rigid Motions		Through online activities and offline practice, students learn to use rigid motions to define congruence in terms of congruent corresponding sides and angles. Students learn to describe transformations of figures and decide if they are congruent.
G.G-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Full	**MTH208A: Unit: Congruence and Constructions** Congruent Polygons and Their Corresponding Parts 1 Congruent Polygons and Their Corresponding Parts 2 Triangle Congruence: SSS, SAS, and ASA 1 Triangle Congruence: SSS, SAS, and ASA 2		Through online activities and offline practice, students learn to define congruence in terms of congruent corresponding sides and angles.
G.G-CO.B.8 Explain how the criteria for triangle congruence (ASA, AAS, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Full	**MTH208A: Unit: Congruence and Constructions** Triangle Congruence: SSS, SAS, and ASA 1 Triangle Congruence: SSS, SAS, and ASA 2		Through online activities and offline practice, students learn to use rigid motions to define congruence in terms of congruent corresponding sides and angles and to determine criteria for shortcuts for guaranteeing congruent triangles.

G.G-CO.C Prove geometric theorems.				
G.G-CO.C.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Full	**MTH208A: Unit: Reasoning and Proof** Reasoning 1 Reasoning 2 Reasoning 3 Styles of Proof Geometric Two-Column Proof **MTH208A: Unit: Congruence and Constructions** Vertical Angle Relationships **MTH208A: Unit: Line and Triangle Relationships** Parallel Lines and Transversals 1 Parallel Lines and Transversals 1 Converses of Parallel Line Properties 1 Converses of Parallel Line Properties 2		**MTH208A: Unit: Reasoning and Proof** Through online activities and offline practice, students learn to prove a variety of theorems about lines and angles. **MTH208A: Unit: Congruence and Constructions** Through online activities and offline practice, students learn to prove that vertical angles are congruent. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to prove theorems involving transversals that cross parallel lines and the relationships with the angles that are formed.
G.G-CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	Full	**MTH208A: Unit: Basic Tools and Transformations** Polygons and Symmetry 1 **MTH208A: Unit: Reasoning and Proof** Reasoning 1 Reasoning 2 Reasoning 3 Styles of Proof Geometric Two-Column Proof **MTH208A: Unit: Line and Triangle Relationships** The Triangle Sum Theorem 1 The Triangle Sum Theorem 2 Isosceles and Equilateral Triangles Bisectors of a Triangle - Circumcenter Bisectors of a Triangle - Incenter Medians of a Triangle - Centroid and Orthocenter Triangle Midsegment Theorem		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and offline practice, students learn to prove that angles of a triangle add up to 180 degrees. **MTH208A: Unit: Reasoning and Proof** Through online activities and offline practice, students learn to prove theorems about triangles to include angles and segments formed with the triangles. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to prove that measures of the interior angles of triangles sum to 180 as well as relationships with sides and angles of isosceles and equilateral triangles. Students learn to prove theorems involving the different centers of a triangle and their special properties. Students prove the Midsegment Theorem.
G.G-CO.C.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and rectangles are parallelograms with congruent diagonals.	Full	**MTH208A: Unit: Reasoning and Proof** Reasoning 1 Reasoning 2 Reasoning 3 Styles of Proof Geometric Two-Column Proof **MTH208A: Unit: Line and Triangle Relationships** Quadrilaterals and Their Properties 1 Parallelograms 1 Parallelograms 2		**MTH208A: Unit: Reasoning and Proof** Through online activities and offline practice, students learn to prove theorems about parallelograms to include properties involving sides and angles. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to prove theorems about quadrilaterals and their properties to include parallelograms and their special properties.

G.G-CO.D Make geometric constructions.				
G.G-CO.D.12 Make formal geometric constructions with a variety of tools and methods. Constructions include: copying segments; copying angles; bisecting segments; bisecting angles; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Full	**MTH208A: Unit: Congruence and Constructions** Constructions of Segments, Angles, and Bisectors		Through online activities and offline practice, students learn to perform formal constructions using a variety of tools and methods. Students learn to perform constructions for copying and bisecting angles and segments as well as parallel and perpendicular lines.
G.G-CO.D.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle; with a variety of tools and methods.	Full	**MTH208A: Unit: Congruence and Constructions** Constructions with Polygons 1 Constructions with Polygons 2		Through online activities and offline practice, students learn to perform formal constructions of regular polygons inscribed in a circle. Students learn to do and understand the constructions with compass and straightedge as well as dynamic geometry software.
Similarity, Right Triangles, and Trigonometry (G-SRT)				
G.G-SRT.A Understand similarity in terms of similarity transformations.				
G.G-SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:				
G.G-SRT.A.1.a. Dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Full	**MTH208A: Unit: Basic Tools and Transformations** Dilations **MTH208A: Unit: Similarity** Dilations		Through online activities and offline practice, students learn to experiment to determine the properties of dilations given by a center and a scale factor using lines.
G.G-SRT.A.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Full	**MTH208A: Unit: Basic Tools and Transformations** Dilations **MTH208A: Unit: Similarity** Dilations and Scale Factors		Through online activities and offline practice, students learn to experiment to determine the properties of dilations given by a center and a scale factor using ratios of line segments.
G.G-SRT.A.2 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.	Full	**MTH208A: Unit: Similarity** Similar Polygons 1 Similar Polygons 2		Through online activities and offline practice, students learn to determine whether figures are similar and explain using transformations what it means for triangles to be similar where corresponding angles are congruent while corresponding sides are proportional.
G.G-SRT.A.3 Use the properties of similarity transformations to establish the AA, SAS, and SSS criterion for two triangles to be similar.	Full	**MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Similarity 2		Through online activities and offline practice, students use the properties of dilations (similar transformations) to learn to determine the AA Postulate and the SSS and SAS Similarity Theorems which prove two triangles are similar.
G.G-SRT.B Prove theorems involving similarity.				
G.G-SRT.B.4 Prove theorems about triangles. Theorems include: an interior line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Full	**MTH208B: Unit: Triangle Similarity** Applications of Triangle Similarity Triangle Proportionality 1 Triangle Proportionality 2 Similarity and the Pythagorean Theorem		Through online activities and offline practice, students learn to use similarity to prove theorems about triangles to include properties of proportionality with midsegments as well as the Pythagorean Theorem.

Geometry	G.G-SRT.B.5 Use congruence and similarity criteria to prove relationships in geometric figures and solve problems utilizing real-world context.	Full	**MTH208A: Unit: Similarity** Extended Problems: Similarity **MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Similarity 2 Triangle Proportionality 1 Triangle Proportionality 2 Similarity and the Pythagorean Theorem **MTH208B: Unit: Area and Volume** Volume Ratios Reasoning about Area and Volume **MTH208B: Unit: Right Triangle Trigonometry** Special Right Triangles 1 Special Right Triangles 2 Use Special Right Triangles to Determine the Surface Area of a Regular Pyramid		**MTH208A: Unit: Similarity** Through online activities and offline practice, students learn to solve problems and prove relationships involving similar geometric figures in real world contexts. **MTH208B: Unit: Triangle Similarity** Through online activities and offline practice, students learn to solve real world problems and prove relationships involving congruent and similar triangles in mathematical and real world contexts. **MTH208B: Unit: Area and Volume** Through online activities and offline practice, students learn to use congruence and similarity criteria to solve problems and prove relationships in geometric solids in mathematical and real world contexts.. **MTH208B: Unit: Right Triangle Trigonometry** Through online activities students learn to use similarity criteria to prove relationships in special right triangles and to solve problems in mathematical and real world contexts.
	G.G-SRT.C Define trigonometric ratios and solve problems involving right triangles.				
	G.G-SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Full	**MTH208B: Unit: Right Triangle Trigonometry** Trigonometric Ratios 1 Trigonometric Ratios 2 Angles and Trigonometric Ratios		Through online activities and offline practice, students learn to use similarity and side ratios that are properties of the angles to determine trigonometric ratios for angles of right triangles. Students solve real world problems involving trigonometric ratios.
	G.G-SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.	Full	**MTH208B: Unit: Right Triangle Trigonometry** Sines and Cosines		Through online activities and offline practice, students discover and use the relationship found between sines and cosines of complementary acute angles of right triangles.
	G.G-SRT.C.8 Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find unknown measurements in right triangles utilizing real-world context.	Full	**MTH208B: Unit: Triangle Similarity** Triangle Proportionality 1 Triangle Proportionality 2 Similarity and the Pythagorean Theorem **MTH208B: Unit: Right Triangle Trigonometry** Trigonometric Ratios 1 Trigonometric Ratios 2 Angles and Trigonometric Ratios Discuss: Applications of Trigonometry Derive Formula for Area of a Triangle		**MTH208B: Unit: Triangle Similarity** Through online activities and offline practice, students learn to use proportions and similarity to prove the Pythagorean Theorem and to use it to solve problems in real world contexts. **MTH208B: Unit: Right Triangle Trigonometry** Through online activities and offline practice, students learn to solve problems in mathematical and real world contexts involving right triangles using trigonometric ratios and Pythagorean Theorem. Problems include using inverse trig ratios to find unknown angles.

Circles (G-C)				
G.G-C.A Understand and apply theorems about circles.				
G.G-C.A.1 Prove that all circles are similar.	Full	**MTH208B: Unit: Circles** Similarity in Circles		Through online activities and offline practice, students learn to prove and use the property that all circles are similar.
G.G-C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Full	**MTH208B: Unit: Circles** Chords and Arcs 1 Chords and Arcs 2 Tangents to Circles 1 Tangents to Circles 2 Inscribed Angles and Arcs 1 Inscribed Angles and Arcs 2		Through online activities and offline practice, students learn to prove properties of angles for quadrilaterals inscribed in a circle and to construct inscribed and circumscribed circles of triangles.
G.G-C.A.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Full	**MTH208B: Unit: Circles** Relationships Between Triangles and Circles 1 Relationships Between Triangles and Circles 2 Inscribed Angles and Arcs 1 Inscribed Angles and Arcs 2		Through online activities and offline practice, students learn to determine properties and relationships among angles and segments formed with regard to circles to include inscribed, circumscribed, and central angles as well as radii, chords and tangents.
G.G-C.B Find arc lengths and areas of sectors of circles.				
G.G-C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. Convert between degrees and radians.	Full	**MTH208B: Unit: Circles** Radian Measure Sector Area		Through online activities and offline practice, students learn to derive properties of arcs and intercepted angles using similarity and to identify the radian measure of an angle. Students learn that the radian measure is the ratio of the arc length to the radius of the circle and learn to convert from degrees to radians and vice versa. Students learn to determine the formula for area of a sector and to solve problems.
Expressing Geometric Properties with Equations (G-GPE)				
G.G-GPE.A Translate between the geometric description and the equation for a conic section.				
G.G-GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Full	**MTH208B: Unit: Conic Sections** Circles 1 Circles 2		Through online activities and offline practice, students learn to use the Pythagorean Theorem to derive the equation of a circle given the center and radius and to use completing the square method to determine the center and radius given the equation.
G.G-GPE.B Use coordinates to prove geometric theorems algebraically.				
G.G-GPE.B.4 Use coordinates to algebraically prove or disprove geometric relationships algebraically. Relationships include: proving or disproving geometric figures given specific points in the coordinate plane; and proving or disproving if a specific point lies on a given circle.	Full	**MTH208A: Unit: Analytic Geometry** Coordinate Proofs **MTH208A: Unit: Line and Triangle Relationships** Quadrilaterals and Their Properties 2		**MTH208A: Unit: Analytic Geometry** Through online activities and offline practice, students learn to use coordinates to write proofs for geometric theorems. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to use coordinates to write proofs for geometric theorems involving properties of parallelograms.

G.G-GPE.B.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems, including finding the equation of a line parallel or perpendicular to a given line that passes through a given point.	Full	**MTH208A: Unit: Analytic Geometry** Parallel and Perpendicular Lines Use Slope **MTH208A: Unit: Line and Triangle Relationships** Quadrilaterals and Their Properties 2		**MTH208A: Unit: Analytic Geometry** Through online activities and offline practice, students learn to use slope to determine whether lines are parallel or perpendicular and to write equations for lines that are parallel or perpendicular to a given line. **MTH208A: Unit: Line and Triangle Relationships** Through online activities and offline practice, students learn to use slope to write proofs for geometric theorems involving parallel and perpendicular lines related to quadrilaterals.
G.G-GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Full	**MTH208A: Unit: Similarity** Directed Line Segments		Through online activities and offline practice, students learn to find the point on directed line segments that divides it into a given ratio.
G.G-GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.	Full	**MTH208A: Unit: Analytic Geometry** Rectangles, Triangles, and Composite Figures Computing Area and Perimeter with Coordinates Applications of Coordinates **MTH208B: Unit: Area and Volume** Composite Figures		**MTH208A: Unit: Analytic Geometry** Through online activities and offline practice, students learn to find perimeters and areas of figures to include on the coordinate plane. **MTH208B: Unit: Area and Volume** Through online activities and offline practice, students learn to find perimeters and areas of composite figures to include on the coordinate plane.
Geometric Measurement and Dimension (G-GMD)				
G.G-GMD.A Explain volume formulas and use them to solve problems.				
G.G-GMD.A.1 Analyze and verify the formulas for the volume of a cylinder, pyramid, and cone.	Full	**MTH208B: Unit: Area and Volume** Volumes of Prisms and Cylinders Volumes of Pyramids Volumes of Cones		Through online activities and offline practice, students learn to derive and use the formulas for areas and volumes of prisms, cylinders, pyramids, and cones to solve problems.
G.G-GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems utilizing real-world context.	Full	**MTH208B: Unit: Area and Volume** Volumes of Prisms and Cylinders Volumes of Pyramids Volumes of Cones Volume and Surface Area of Spheres		Through online activities and offline practice, students learn to use the formulas for volumes of prisms, cylinders, pyramids, cones, and spheres to solve problems in real world contexts.

	G.G-GMD.B Visualize relationships between two-dimensional and three-dimensional objects.				
	G.G-GMD.B.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Full	**MTH208B: Unit: Conic Sections** Introduction to Conic Sections **MTH208B: Unit: Modeling with Geometry** Cross Sections of Three-Dimensional Objects Three-Dimensional Objects Generated by Rotating Two-Dimensional Objects		**MTH208B: Unit: Conic Sections** Through online activities and offline practice, students learn to identify the shapes of 2-dimensional cross sections of 3-dimensional objects and to identify the conic sections that result from the intersections of cones and planes. **MTH208B: Unit: Modeling with Geometry** Through online activities and offline practice, students learn to identify the shapes of 2-dimensional cross sections of 3-dimensional objects and to determine the shape that will be created when a 2-dimensional object is rotated about an axis.
	Modeling with Geometry (G-MG)				
	G.G-MG-A Apply geometric concepts in modeling situations.				
	G.G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects utilizing real-world context.	Full	**MTH208B: Unit: Modeling with Geometry** Geometry on Earth Geometric Modeling		Through online activities and offline practice, students learn to use properties of geometric shapes to describe or approximate measures of real-world objects.
	G.G-MG.A.2 Apply concepts of density based on area and volume in modeling situations utilizing real-world context.	Full	**MTH208B: Unit: Modeling with Geometry** Density Fermi Problems		Through online activities and offline practice, students learn to apply concepts of area and volume to solve problems involving population density and density, mass, and volume in real world situations.
	G.G-MG.A.3 Apply geometric methods to solve design problems utilizing real-world context	Full	**MTH208B: Unit: Modeling with Geometry** Manufacturing: Design and Optimization		Through online activities and offline practice, students learn to use properties of geometric shapes to solve design or optimization problems in real world situations.

	Standards for Mathematical Practice				
	G.MP.1 **Make sense of problems and persevere in solving them.** Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.	Full	Embedded throughout, for example: **MTH208A: Unit: Analytic Geometry** Rectangles, Triangles, and Composite Figures Compute Area and Perimeter with Coordinates Applications of Coordinates **MTH208B: Unit: Area and Volume** Composite Figures Volumes of Prisms and Cylinders Surface Area and Volumes of Spheres **MTH208B: Unit: Modeling with Geometry** Geometry on Earth Manufacturing: Design and Optimization		**MTH208A: Unit: Analytic Geometry** Through online activities and practice, students learn to solve real-world and mathematical problems involving perimeter and area of two-dimensional objects composed of triangles, quadrilaterals, and polygons. Students learn to make a plan for problem solving, to choose a method for solving, and to check the reasonableness of the solutions. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Students learn to make a plan for problem solving and to check the reasonableness of the solutions. **MTH208B: Unit: Modeling with Geometry** Through online activities and practice, students learn to explain the meaning of a problem and to use prior knowledge to plan a strategy for solving. Students learn to use previous concepts to connect to new concepts in order to solve problems in real world contexts. Students learn to use and understand different methods and strategies for solving problems and to check to make sure solutions make sense in the context of the problem.
	G.MP.2 **Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the meaning of the numbers, the units, and the operations that the symbols represent. Mathematically proficient students know and flexibly use different properties of operations, numbers, and geometric objects and when appropriate they interpret their solution in terms of the context.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Length Measure Angles **MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Similarity 2 Triangle Proportionality Theorem 1 Similarity and the Pythagorean Theorem		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Students learn to use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple algebraic equations for an unknown angle in a figure. **MTH208B: Unit: Triangle Similarity** Through online activities and practice, students learn to use the properties of similarity transformations to establish the AA criterion for two triangles to be similar and to use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G.MP.3 **Construct viable arguments and critique the reasoning of others.** Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming or questioning the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Angles **MTH208A: Unit: Reasoning and Proof** Reasoning 1 Algebraic Proof Geometric Two-Column Proof **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to know precise definitions of geometric terms based on undefined notions and to use them to construct informal arguments to establish facts about angles. **MTH208A: Unit: Reasoning and Proof** Through online activities and practice, students learn to use reasoning to make conjectures and to prove theorems and to explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Students learn to use inductive reasoning and to construct a viable argument to justify a solution method. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to know precise definitions of geometric terms based on undefined notions and to use them to construct arguments for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.

Standards for Mathematical Practice	G.MP.4 **Model with mathematics.** Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically proficient students use their model to analyze the relationships and draw conclusions. They interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	Full	Embedded throughout, for example: **MTH208A: Unit: Analytic Geometry** Applications of Coordinates Use Slope **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders **MTH208B: Unit: Modeling with Geometry** Cross-Sections of Three-Dimensional Objects Geometry on Earth Geometric Modeling		**MTH208A: Unit: Analytic Geometry** Through online activities and practice, students learn to solve real-world and mathematical problems involving area, volume, and surface area of two-dimensional objects composed of triangles, quadrilaterals, and polygons. Students learn to use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. Students learn to prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to know the formulas for the area and circumference of a circle and use them to solve problems; to give an informal derivation of the relationship between the circumference and area of a circle. Students solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects. **MTH208B: Unit: Modeling with Geometry** Through online activities and practice, students learn to identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. Students learn to use geometric shapes, their measures, and their properties to describe objects.

G.MP.5 **Use appropriate tools strategically.** Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and their limitations. Students deepen their understanding of mathematical concepts when using tools to visualize, explore, compare, communicate, make and test predictions, and understand the thinking of others.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Angles Use Algebra to Describe Geometry 2 **MTH208A: Unit: Congruence and Constructions** Constructions of Segments, Angles, and Bisectors **MTH208A: Similarity** Directed Line Segments **MTH208B: Unit: Circles** Relationships Between Triangles and Circles 1 Inscribed Angles and Arcs 1		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Students learn to, given a geometric figure and a rotation, reflection, or translation, visualize and draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. **MTH208A: Unit: Congruence and Constructions** Through online activities and practice, students learn to explore the concept of congruence and to make formal geometric constructions with compass and straightedge and dynamic geometric software. **MTH208A: Similarity** Through online activities and offline practice, students learn to explore similarity and to make and test conjectures using paper folding techniques. **MTH208B: Unit: Circles** Through online activities and practice, students learn to use compass and straightedge to construct the inscribed and circumscribed circles of a triangle.
G.MP.6 **Attend to precision.** Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely. .	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Basic Geometric Terms and Definitions 1 Basic Geometric Terms and Definitions 2 **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders Volume and Surface Areas of Spheres Reasoning About Area and Volume		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to know and use precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to know precise definitions of geometric terms based on undefined terms and to use them to find and use volume and surface area formulas for cylinders, pyramids, cones, and spheres to solve problems and to express results with a degree of precision appropriate for the context of the problem.

	G.MP.7 **Look for and make use of structure.** Mathematically proficient students use structure and patterns to assist in making connections among mathematical ideas or concepts when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically proficient students manage their own progress, stepping back for an overview and shifting perspective when needed.	Full	Embedded throughout, for example: **MTH208A: Unit: Line and Triangle Relationships** Parallel Lines and Transversals 1 The Triangle Sum Theorem 1 Isosceles and Equilateral Triangles **MTH208B: Unit: Triangle Similarity** Triangle Similarity 1 Triangle Proportionality Theorem 1		**MTH208A: Unit: Line and Triangle Relationships** Through online activities and practice, students learn to make conjectures and look for patterns in order to prove theorems about angles formed by parallel lines and transversals and in triangles. Students learn to recognize and classify triangles and to use properties to solve problems. **MTH208B: Unit: Triangle Similarity** Through online activities and practice, students learn to look for patterns and make conjectures and to use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. Students learn to use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
	G.MP.8 **Look for and express regularity in repeated reasoning.** Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics which leads to fluency.	Full	Embedded throughout, for example: **MTH208A: Unit: Basic Tools and Transformations** Measure Angles **MTH208A: Unit: Congruence and Constructions** Triangle Congruence: SSS, SAS, and ASA 1 **MTH208B: Unit: Area and Volume** Circumferences and Areas of Circles 1 Volumes of Prisms and Cylinders Volume and Surface Areas of Spheres Reasoning About Area and Volume		**MTH208A: Unit: Basic Tools and Transformations** Through online activities and practice, students learn to use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple algebraic equations for an unknown angle in a figure. **MTH208A: Unit: Congruence and Constructions** Through online activities and practice, students learn to make observations and conjectures in order to explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions and to use this to look for shortcuts to guarantee two triangles are congruent **MTH208B: Unit: Area and Volume** Through online activities and practice, students learn to derive the formulas for cylinders, pyramids, cones, and spheres to solve problems and to check for the reasonableness of their results.

Appendix C.
Academic Systems Review Site Visit Inventory

III. Teacher Evaluation Inventory

Classroom Observation Form

Time in: **Time out:**

Teacher/Class: **Date:** **Observers:** **Students: #**

A	Learning Environment	Observed	Comments
1	Teacher has high expectations for learning		
2	Behavior expectations displayed		
3	Evidence of classroom rules and procedures		
4	Effective transitions between activities		
5	Teacher-led whole group instruction/discussion		
6	Teacher-led small group instruction/discussion		
7	Cooperative Learning Strategies are used		
8	Independent student work is productive		
9	Teacher allows student input		
B	**Instructional Practices**		
1	Objective(s) posted Adin student friendly language at grade level		
2	Prior Knowledge is activated		
3	Purpose for Learning is established		
4	Explanation of Learning is concise and clear		
5	Teacher models expectations for skill/product		
6	Questions, activity, assignments aligned to purpose		
7	Checking for Understanding-Assessment		
8	Corrective Feedback-knowledge of students		
9	Appropriate time devoted to student learning outcome		
C	**Student Behavior**		
1	Students reading is related to purpose		
2	Seatwork, worksheet, text activity, note-taking		
3	Students taking test aligned to purpose		
4	Cooperative learning		
5	Student performance/presentation		
6	Students feel acknowledged and valued		
D	**Student Engagement**		
1	Teachers elicit student engagement		
2	Student engagement throughout the whole lesson		
3	Student engagement mandatory for all students		
4	Level of cognition: Analyze-Evaluate-Create		
5	Level of cognition: Apply		
6	Level of cognition: Remember-Understand		

Learning Environment /9
Instructional Purpose /9
Student Behavior /6
Student Engagement /6
Total: /30

Notes:

Time in: 9:55

Time out: 10:04

Classroom Observation Form

School: **EVHS** **Subject: ALG II** **Observer:Douglas/Skousen**

Teacher: Teacher name **Classroom:** **# Students:**

A	Learning Environment	Observed	Comments
1	Behavior expectations displayed	x	
2	Evidence of classroom rules and procedures	x	
3	Effective transitions between activities	x	
4	Teacher-led whole group instruction/discussion	x	intermittently
5	Teacher-led small group instruction/discussion	x	Time spent with small group
6	Cooperative Learning Strategies	x	
7	Learning Stations / Independent student work	x	both
8	Teacher engaged		
B	**Instructional Practices**		
1	Objective(s) posted and reviewed in student friendly language at grade level	x	
2	Prior Knowledge is activated	x	
3	Purpose for Learning is established	x	
4	Explanation of Learning is concise and clear	x	
5	Teacher modeled expectations for skill/product	x	
6	Guided Practice	x	
7	Checking for Understanding	x	
8	Corrective Feedback	x	
9	Specific Reinforcement	x	
10	Mass independent practice	x	
11	Cooperative Practice	x	
C	**Student Behavior**		
1	Students reading		
2	Seatwork, worksheet, text activity, note-taking	x	Following lesson plans.
3	Students taking test		
4	Students in learning centers, projects		
5	Student performance/presentation		
6	Student non-instructional activity		
D	**Student Engagement**		
1	Teachers elicit student engagement	x	All Students engaged
2	Student engagement throughout the whole lesson	x	

3	Student engagement mandatory for all students	x	
4	Level of cognition: Analyze-Evaluate-Create	x	
5	Level of cognition: Apply	x	
6	Level of cognition: Remember-Understand	x	

Time in: Time out:

Classroom Observation Form
Success Center

Teacher/Class: [redacted] Math Date: [redacted] Observers: Sue Douglas/Sheri Skousen
Students: #18

A	Learning Environment	Observed	Comments
1	Teacher has high expectations for learning	x	
2	Behavior expectations displayed	x	
3	Evidence of classroom rules and procedures	x	
4	Effective transitions between activities		3 Students were late
5	Independent student work is productive	x	
B	**Instructional Practices**		
1	Teacher models expectations for skill/product	x	Teacher assisted students
2	Teacher assists struggling students	x	" "
3	Teacher monitors classroom activity of each student	x	Worked with 3 students back to back
4	Corrective Feedback-knowledge of students	x	
C	**Student Behavior**		
1	Students are able to be self-directed learners	x	
2	Students know how to navigate coursework	x	Students needed little assistance
3	Students feel acknowledged and valued	x	
D	**Student Engagement**		
1	Teachers elicit student engagement	x	
2	Student engagement throughout the whole lesson		Noticed student using phone
3	Student engagement mandatory for all students	x	

Learning Environment 4/5
Instructional Purpose 4/4
Student Behavior 3/3
Student Engagement 3 /3
Total: 13/15

Notes: Teacher was very effective in helping students with difficult math concepts. Remaining students were self-directed and engaged.

Time in: Time out:

Classroom Observation Form
Success Center

Teacher/Class: [redacted] General Date: [redacted] Observers: Sue Douglas/Sheri Skousen
Students: #18

A	Learning Environment	Observed	Comments
1	Teacher has high expectations for learning	x	
2	Behavior expectations displayed	x	
3	Evidence of classroom rules and procedures	x	
4	Effective transitions between activities		Transition to break had stragglers
5	Independent student work is productive	x	
B	**Instructional Practices**		
1	Teacher models expectations for skill/product	x	Sat next to student and assisted
2	Teacher assists struggling students	x	" "
3	Teacher monitors classroom activity of each student	x	Rotated throughout room
4	Corrective Feedback-knowledge of students	x	Appropriate verbal feedback
C	**Student Behavior**		
1	Students are able to be self-directed learners	x	
2	Students know how to navigate coursework	x	Very aware of procedures
3	Students feel acknowledged and valued	x	Constant Positive feedback
D	**Student Engagement**		
1	Teachers elicit student engagement	x	Expected of all students
2	Student engagement throughout the whole lesson	x	Redirected students
3	Student engagement mandatory for all students	x	Obviously in place

Learning Environment 4/5
Instructional Purpose 4/4
Student Behavior 3/3
Student Engagement 3 /3
Total: 14/15

Notes: Reviewed student progress report for the week. Classroom behavior interventions were appropriate to the data presented.

Teacher Evaluation Schedule

Name	Pre-observation Conference	Lesson Observation	Post-observation Conference
[redacted]	5/08 (T) 2:30	5/09 (W) 10:08	5/10 (Th) 2:25
[redacted]	5/10 (T) 11:10	5/10 (Th) 9:04	5/14 (M) 10:08
[redacted]	5/08 (T) 1:26	5/09 (W) 12:22	5/10 (Th) 1:26
[redacted]	5/15 (T) 8:15	5/16 (W) 12:22	5/17 (W) 8:15
[redacted]	5/14 (M) 2:25	5/15 (T) 1:26	5/16 (W) 2:25
[redacted]	5/9 (W) 11:15	5/14 (M) 9:04	5/15 (T) 11:15

Pre-observation Conference: Please review the questions we will discuss at the pre-conference. It may be helpful for you to fill in some notes on the sheet prior to the conference. That is optional. At the Conference, provide a complete lesson plan for review. Please print out two copies of your lesson plan in advance of the visit.

Classroom Observation: We will arrive at the beginning of the lesson and stay for the entire lesson.

Post-observation Conference: This will be a reflective meeting to discuss how teachers and observers felt about the prior lesson.

All documents related to the Teacher Evaluations can be found at:

S:\Evaluations for Staff\2017 2018

FORMAL CLASSROOM OBSERVATION

Teacher: [redacted]
Classroom: **Algebra II**
Date: **5/9/18**
Observer: **Douglas/Skousen**

Notes from the Planning Conference

Instructional Outcome: Students will multiply and divide negative numbers.

Strategies for formative assessment: Group board presentations showing math problem, Homework summative evaluation.

Activities Planned: Power Point presentation to introduce new concepts after which student groups will work their problem on the board. Conclusion is a math game. `

TIME	OBSERVATION NOTES	D/C
10:10	Teacher-Board Presentation. Transition was quick and smooth. 100% engagement.	
10:11	Praise given	
10:12	Questioning to assess learning. Students had to explain how they got the answer. Rigor	
10:13	Missed concept was re-enforced, correct answer demonstrated.	
10:13	Objective was written and clearly stated. The why was not given.	
10:14	Vocabulary presented using multi-media. Initiated prior learning.	
10:14	Positive feedback	
10:14	All students were engaged during vocabulary review.	
10:16	Assessed learning got 5/12 responses. 7 did not respond.	
10:17	Smooth transition into next learning activity	
10:17	5/12 gave verbal feedback. 7/12 did not check for understanding.	
10:19	1new student response during check for understanding.	
10:22	2 additional students were called on during check for understanding. Total=8 students responded.	
10:23	1 new student response. Total= 9/12 checked for understanding	
10:24	11/12 students wrote down vocabulary definitions from slide.	
10:25	12th student was prompted to begin writing by teacher.	
10:26	Teacher checked for understanding of positive vs. negative numbers. 12 responded yes.	
10:27	[redacted] asked to have instructions repeated.	
10:28	Observed same 5 students shouting answers when asked a question to the group.	
10:28	Smooth transition to partner activity.	
10:38	Check for understanding. 8/12 responded.	
10:42	4 students lost focus during teacher led instruction	

TIME	OBSERVATION NOTES	D/C
10:46	12/12 wrote answers on paper. Teacher rotated throughout room to check if accurate.	
10:49	Smooth, brief transition to assessment activity. Teacher gave instruction while handing out test.	
10:50	Bell work and notes collected for formative assessment.	
10:51	[redacted] had phone and was texting.	
10:54	Re-taught concepts not mastered, based on formative assessments.	
10:54	Inverse/reciprocal not yet mastered	
11:00	Teacher led instruction on board for review.	
11:04	Teacher checked for understanding.	
11:04	Homework assessment handed out.	
11:05	Student asked for help with division. Concept was not mastered.	
11:06	Re-teach division. 6 students lost focus.	
11:06	[redacted] still on phone. Hid under desk. Was texting continually throughout instruction.	

REFLECTION CONFERENCE

- **Questions Regarding the Observation:**
  How do you feel about the student outcome? Did you achieve your learning objective? If so, what percentage of students mastered the concept? Do you remember what happened when [redacted] asked about division at the end of the lesson? How could you have addressed that differently
- **Areas of Strength:**
  Students appeared very confident working problems on the board. They were familiar with the procedure. Power Point was very useful as a visual. It was an added benefit to have the paper version for students to reflect on. Having students write the problems out is highly effective.
- **Areas for Focus:**
  Check for understanding needs to be thorough and include every student. Allow time to meet the needs of all students who have not grasped the objective taught. Check for understanding when students work out the problem on paper before moving on.
- **Next Steps:**
  Have students hold up a card with their problem/answer instead of shouting out. Consider taking phones with no warning.
  Correct pronunciation of all math terms. Mispronounced words-calculator not calculate; re-ci-pro-col not respecle.
- **Resources Available:**

Kathy Tolman

From: [redacted]
Sent: Thursday, October 25, 2018 8:21 AM
To: [redacted]
Cc: [redacted]
Subject: What Does Good Instruction Look Like.ppt
Attachments: What Does Good Instruction Look Like.ppt

Hello [redacted],

The team was impressed with your command of the classroom. The students seemed knowledgeable about the content and eager to learn the concept "figurative language" you were presenting.

As a general tool to help you with the standards, and how they relate to teaching in the classroom, I have chosen a Power Point Presentation given by ADE. Please watch the presentation and provide
a summary of the take-aways you got and how you will implement them into your classroom. This summary must be emailed to me by Nov. 5, 2018.

You are a great asset for the school and we appreciate the extra energy and commitment you bring.

Thank-you,

Sheri Skousen
Director Curriculum & Instruction
Legacy Education Group
East Valley High School
[redacted]
http://evhigh.org

Kathy Tolman

From: [redacted]
Sent: Wednesday, October 24, 2018 9:49 AM
To: [redacted]
Cc: [redacted]
Subject: Teacher Evaluation PD Videos

Hello All,

On behalf of the Administration Team, we had a great time observing your classrooms. The overall feeling was students seemed happy and engaged.

In an effort to improve, I have chosen specific feedback in the form of videos using the Danielsen Framework. Please view the videos before 10/31 and provide a summary of how you will implement the suggestions in your classroom. In addition, I will be emailing your observation to you.

In the future, be aware we will be having ongoing data meetings to go over all student data. Al assessments need to be recorded in your gradebooks with standards to determine mastery. We will use this data for our lesson planning going forward.

Thanks for all your efforts to make this a great year,

Sheri Skousen
Director Curriculum & Instruction
Legacy Education Group
East Valley High School
[redacted]
http://evhigh.org

East Valley High School
Teacher Performance Evaluation Instrument

Teacher:
Grade/Subject: [redacted]
Performance Level: Proficient

Observation: 2nd SEM
Observation Date: [redacted]
Evaluator: S Douglas; S Skousen

Key: **PTS**

E=Exceed performance standards	**3**
M=Meets performance standards; Applies skills consistently and/or appropriately.	**2**
A=Approaches -Refinement/Improvement required: Applies skill inconsistently and/or incorrectly.	**1**
U=Unsatisfactory; Major deficiencies with improvement required to meet performance standards.	**0**

Key:

D = Distiguished (275-300)
P = Proficient (274-230)
B = Basic (229-195)
U = Unsatisfactory (194 and below)

I. Planning & Preparation	**E**	**M**	**A**	**U**	**STRENGTHS AND RECOMMENDATIONS**	**PTS**
1. Knowledge of content & pedagogy		x				2
2. Demonstrating knowledge of students			x			1
3. Setting instructional outcomes		x				2
4. Demonstrating knowledge of resources		x				2
5. Designing coherent instruction			x			1
6. Designing student assessments		x				2
II. Classroom Environment	**E**	**M**	**A**	**U**	**STRENGTHS AND RECOMMENDATIONS**	**PTS**
1. Creating an environment of respect and rapport		x				2
2. Establishing a culture for learning	x					3
3. Managing classroom procedures	x					3
4. Managing student behavior				x		1
III. Instruction	**E**	**M**	**A**	**U**	**STRENGTHS AND RECOMMENDATIONS**	**PTS**
1. Communicating with students			x			1
2. Questioning and discussion techniques		x				2
3. Engaging students in learning		x				2
4. Using assessment in instruction		x				2
5. Demonstrating flexibility and responsiveness		x				2
IV. Professional Responsilities	**E**	**M**	**A**	**U**	**STRENGTHS AND RECOMMENDATIONS**	**PTS**
1. Reflect on teaching with colleagues (teaming)		x				2
2. Maintaining accurate records	x					3
3. Communicating with families			x			1
4. Growing and developing professionally		x				2

5. Showing professionalism	x					3
TOTAL POINTS: EVALUATIONS	**12**	**22**	**4**			**38**
SUMMATIVE EVALUATIONS						**PTS**
Evaluation #1					**Obs #1 - Maximum Possible Points - 60**	**N/A**
Evaluation #2					**Obs #2 - Maximum Possible Points - 60**	**38**
TOTAL POINTS: SUMMATIVE EVALUATIONS					**TOTAL Maximum Possible Points - 60**	**38**
WALK-THRU EVALUATIONS						**PTS**
Walkthrough #1					**Obs #1-Maximum Possible Points-30**	**15**
Walkthrough #2					**Obs #2-Maximum Possible Points-30**	**25**
TOTAL POINTS: WALK-THRU EVALUATIONS					**TOTAL Maximum Possible Points - 60**	**40**
STUDENT ACHIEVEMENT DATA					**Group A - Teachers with available classroom level student achievement data that are valid and reliable. Group B - Teachers with limited or no available classroom-level student achievement data that are valid and reliable.**	**PTS**
Teacher Type Group B	**A**		**B**		**TOTAL Maximum Possible Points - 120**	**90**
STUDENT ACHIEVEMENT GOALS **Must be approved by: Principal, Vice Principal, & Director Curriclum and Instruction**					**ACHIEVEMENT DATA** **(Each benchmark is worth 20 points)**	**80**
Benchmark:					**Benchmark #1, Benchmark #2, Benchmark #4**	**Yes**
Benchmark:					**AzMERIT**	**No**
TOTAL EVALUATION POINTS					**TOTAL Maximum Possible Points - 300**	**248**

COMMENTS AND RECOMMENDATIONS:

Evaluator's Signature _____ Date _____ Teacher's Signature _____ Date _____ I have read and received a copy of this evaluation and acknowledge my right to make a written response within 10 (ten) days to be attached to this instrument. My signature does not indicate agreement with the evaluation.

Appendix D.
Academic Systems Review Site Visit Inventory

IV. Assessment Inventory

East Valley High School

Academics · Arts · Technology

BENCHMARK ASSESSMENT PLANNER

2018-19

Pre-Test
October

Mid-Benchmark
January

AIMS Science
March

AzMerit
April

Post-Test
May

East Valley High School

Academics · Arts · Technology

Academic At Risk Student Monitoring 1-22-19

StudentLastName	StudentFirstName	AcademicHealthName	SectionName	TeacherLastName	DisciplineName	GradeToDate	NOTES
		Disengaged and Failing	CR English 10 S2 SC	[redacted]	Language Arts	0%	She has taken one unit check point, was stuck on the learning assignment part because there was no link to the text. Helped her retrieve text, she will begin class next week. [redacted]
		Disengaged and Failing	CR Eng 9 S2 SC	[redacted]	Language Arts	0%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	CR English 10 S2 SC	[redacted]	Language Arts	30.40%	Said he is still working on doing assessments and getting caught up in class. [redacted]
		Disengaged and Failing	CR English 10 S2 SC	[redacted]	Language Arts	0%	She said she has trouble getting up in the morning to get here, said she is planning on starting this class today. [redacted]
		Disengaged and Failing	CR Eng 11 S2 SC	[redacted]	Language Arts	60.10%	He is working on the written assignments, said there are sometimes reading links and texts missing, etc. He is working with [redacted] to determnine course. [redacted]
		Disengaged and Failing	CR Eng 9 S2 SC	[redacted]	Language Arts	0%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	CR Eng 9 S2 SC	[redacted]	Language Arts	0%	She said she just has not started the course, will start first thing on 2.15.2019 [redacted]
		Disengaged and Failing	CR Eng 9 S2 SC	[redacted]	Language Arts	22.20%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	Core English 12 Brit Lit S1 SC	[redacted]	Language Arts	45.60%	Progress summary email sent via Peak. [redacted]

		Disengaged and Failing	CR Eng 9 S1 SC	[redacted]	Language Arts	66.70%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	CR English 10 S1 SC	[redacted]	Language Arts	28.60%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	Core Eng 11 Am Lit S1 SC	[redacted]	Language Arts	60.20%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	CR Eng 9 S1 SC	[redacted]	Language Arts	22.20%	She stated she just hasn't started working on class yet. [redacted]
		Disengaged and Failing	CR English 10 S1 SC	[redacted]	Language Arts	0%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	CR Eng 9 S1 SC	[redacted]	Language Arts	0%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	CR Eng 9 S1 SC	[redacted]	Language Arts	0%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	CR Eng 9 S1 SC	[redacted]	Language Arts	59.20%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	Eng 11 Am Lit S2 SC	[redacted]	Language Arts	55.70%	He was unsure how to review assignment instructions, showed him how, he said he will start working on the writing assignments moving forward.
		Disengaged and Failing	CR Eng 9 S2 SC	[redacted]	Language Arts	44.40%	Said he is struggling with the content, said he has not started any of the assessments as of yet, advised him that I am here for additional tutoring and to help whenever he neds it. [redacted]
		Disengaged and Failing	CR English 10 S1 SC	[redacted]	Language Arts	46.90%	Needs re-attempts on quizes. [redacted]
		Disengaged and Failing	CR English 10 S2 SC	[redacted]	Language Arts	62.30%	Progress summary email sent via Peak. [redacted]
		Disengaged and Failing	Core Eng 11 Am Lit S1 SC	[redacted]	Language Arts	41.20%	Progress summary email sent via Peak. Note included to specifically seek [redacted] or [redacted]. [redacted]

		Disengaged and Failing	CR English 10 S1 SC	[redacted]	Language Arts	56.40%	Progress summary email sent via Peak. Note included to specifically seek [redacted] or [redacted]
		Disengaged and Failing	CR English 10 S2 SC	[redacted]	Language Arts	0%	Progress summary email sent via Peak. Note included to specifically seek [redacted] or [redacted].
		Disengaged and Failing	Core Eng 11 Am Lit S1 SC	[redacted]	Language Arts	53.60%	He said he is doing well but he has not done any of the unit assessments as of yet which he knows is causing his grade to be low. He said he is going to finish the assessments by the end of next week to complete the class. [redacted]
		Disengaged and Failing	CR Eng 11 S2 SC	[redacted]	Language Arts	28.70%	He is continuing to work on incopmplete assignments and assessments. [redacted]

USER Sheri Skousen ROLE Account Administrator | Log out | Change Password

peak™

HOME USERS ACCOUNTS SECTIONS TRAINING

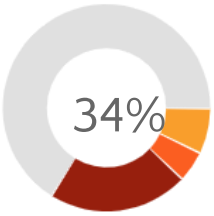
ENROLL A STUDENT

VIEW ALL STUDENT ENROLLMENTS

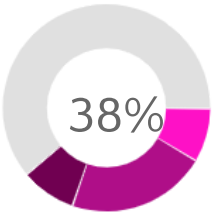
17 New Enrollments >> 145 Not Started Enrollments >>

Your Students' Academic Health *as of 03/07/2019*

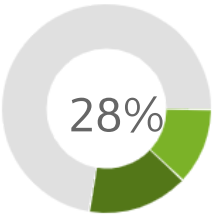
View Strategies to Improve Student Academic Health



- 7.0% Struggling
- 4.8% Underperforming
- 21.8% Disengaged and Failing



- 8.4% Speeding
- 21.8% Idle
- 8.6% Behind Schedule



- 11.9% High Performing
- 15.6% Performing

Search Users

Account

East Valley High School

First Name: Last Name:

Email: Username: Active: Yes

Role: Select one

Manage

STUDENTS ENROLLMENTS SECTIONS

Create

INSTRUCTOR MENTOR GUARDIAN

Enroll

A STUDENT

Service Station | Feedback

Revision: 34127

QUARTERLY BENCHMARK ANALYSIS and IAP REFLECTION

Support and Innovation
Improved Outcomes for All

Data Submission Procedure:

1. Schools will utilize benchmark data to inform instruction and make data decisions regarding instructional planning and practice designed to improve student achievement.
2. Schools will submit their benchmark data using their own data collection form. An example of this might be the Galileo Benchmark Report for aggregate school level and grade level data. ***Please do not send individual student data.***
3. Data will be uploaded to ALEAT and emailed to the Education Program Specialist quarterly.
4. This document will be used multiple times this year. This document should be cumulative over time, adding new information each quarter.

Type of Data	Date Due
Beginning of the year – Baseline Data	October 15, 2018
2nd Benchmark	Jan. 15, 2019
3rd Benchmark	March 15, 2019
End of year - **AzMerit**	June 15, 2019

ELA Assessment given: Comprehensive Benchmark Grades 9-12

Enter dates given in table below:

Baseline	2nd Benchmark	3rd Benchmark	End of Year
9/19/2018	12/19/2018	2/20/2019	AzMERIT 6/30/2019

Math Assessment given: Comprehensive Benchmark Grades 9-12

Enter dates given in table below:

Baseline	2nd Benchmark	3rd Benchmark	End of Year
9/19/2018	12/19/2018	2/20/2019	AzMERIT 6/30/2019

Data by grade and subject (add additional rows if needed)

Identify your reporting measurement (i.e.: is this data percent proficient, meeting expectations, at benchmark, etc.)

Reporting Measurement # Highly Proficient, # Proficient, # Approaches Proficiency, # Does Not Meet

	ELA Benchmark Data			ELA	Math Benchmark Data			Math
Grade	Baseline	2nd	3rd	AzMerit	Baseline	2nd	3rd	AzMerit
ELA9/Alg I	1HP/P	6HP/P			3HP/P	2HP/P		
	11AP	14AP			4AP	3AP		
	14DNM	6DNM			7DNM	0DNM		
ELA10/Geom	8HP/P	8HP/P			6HP/P	3HP/P		
	21AP	21AP			4AP	5AP		
	7DNM	7DNM			3DNM	0DNM		
ELA11/Alg II	7HP/P	7HP/P			8HP/P	8HP/P		
	21AP	21AP			9AP	5AP		
	4DNM	4DNM			5DNM	2DNM		

Data Review Team				
Step 1: Collect and chart data to identify how students are performing/progressing.				
What data was examined by the team?				
		How was your data reviewed?	Who was a part of this review process?	How were the results shared within the school?
ELA	Baseline	The Data was analyzed by standard for proficiency levels. Students scores were analyzed for proficiency levels.	The Data Director, ESS Director, Principal, Vice Principal, Teachers, and the Charter Director were involved in reviewing the data.	Teachers were interviewed and given analysis sheets for future planning. Administrative team discussed the results and how to adjust curriculum and instruction to meet the needs of all students ability levels. Remediation courses were implemented in both reading and math to address gaps in learning. In addition, ongoing Professional Development is planned to address the competencies.
	2nd	Students were given performance levels. Data was reviewed to determine gains and/or losses. Specific skills were also identified for the same gains/losses.	The Data Director, ESS Director, Principal, Vice Principal, Teachers, and the Charter Director were involved in reviewing the data	All students who do not meet are identified and reports are discussed among the team on a weekly basis. Teachers provide the interventions used for all at risk students. Friday school, differentiated instruction, and English interventions in PEAK, are methods used by Instructors.
	3rd			
	EOY			
MATH	Baseline	The Data was analyzed by standard for proficiency levels. Students scores were analyzed for proficiency levels.	The Data Director, ESS Director, Principal, Vice Principal, Teachers, and the Charter Director were involved in reviewing the data.	Teachers were interviewed and given analysis sheets for future planning. Administrative team discussed the results and how to adjust curriculum and instruction to meet the needs of all students ability levels. Remediation courses were implemented in both reading and math to address gaps in learning. In addition, ongoing Professional Development is planned to address the competencies.
	2nd	The Data was analyzed by standard for proficiency levels. Students scores were analyzed for proficiency levels. Growth or lack of was also reviewed.	The Data Director, ESS Director, Principal, Vice Principal, Teachers, and the Charter Director were involved in reviewing the data.	The Leadership Team reviewed the data, after which it was disseminated among the staff. Students were given their results upon comp[etion. The staff reviewed the data by analyzing the gains in proficiency levels on a student by sudent basis.
	3rd			
	EOY			

Reasoning/Inferences				
Step 2: Reflect on your data and identify patterns.				
		What patterns did your team observe in the benchmark data? (Be specific. Look at grade level strengths and challenges, teacher trends, content standards, subgroups, etc.)	What is it about your practice that might explain the results you see?	What factors may be contributing to the results you see? Are there other leading indicators affecting the data? (Anything surprising or unexpected?)
ELA	Baseline	English Reflections: Across all grade levels, conventions scores are a challenge. We have seen this trend over the past few years, and hope to master the learning of conventions by increasing exposure daily across all departments writing. All subjects are required to incorporate a writing component into their courses this year. We will be focusing on this standard for mastery by increasing the instructional time spent. Informational text is another area of concern. The interest level is a challenge when students do not make real world connections. Through the ECAP curriculum we are anticipating better reaults from	Student engagement requires high interest to be productive. Our staff is creatively expanding a wide range of texts to engage students where they are most likely to achieve. Real world connections are made often for retention and understanding. Frequent formative assessments will be ongoing to guage furture success.	Lack of preparation in Language skills using conventions seems to be increasing yearly. Daily focused exposure to the concepts are necessary. The texting generation has impacted this anomaly.
ELA	2nd	The Data shows a 19% gain in score averages for all combined courses.	Standards based focus increased overall gains. Increased rigor in all classrooms, with above grade level concepts in English 9, help explain the gains seen overall.	Although we did not see a dramatic increase in class averages, 95% of students stayed the same or gained a level. 5% dropped a level. All 3 classes averaged 60% or above. Grade 9 made the largest gain of 15%.
ELA	3rd			
ELA	EOY			
MATH	Baseline	Math Reflections: Our math continues to be the area of most concern for our students. New this year, the team chose to implement a General Math content to cover gaps in foundational skills. 90% of our population started the year with math deficits. We are addressing the issue by purchasing a highly engaging LMS, Fuel Ed, which better suits the learning styles of our students. This new program will be implemented in a blending learning environment with certificated teachers. Additional Aides and HIghly Qualified Staff have been hired for Labs dedicated solely for both Math and English. The team felt this	Although quadratic expressions standards are to be taught later in the curriculum, it is an ongoing challenge as seen in the AzMERIT and Benchmark Data each year. The learning styles of our student population have been addressed by using the new Digital Curriculum utilizing current best practice in instruction. Our focus will be addressing the standards early and providing support until mastered.	The new curriculum will address multiple learning styles, particularly the visual components of Mathematical thinking. We will be providing a variety of engaging tools to increase retention and allow for better understanding of difficult concepts. The lack of adequate available advanced technology was a contributing factor for the math scores we have seen.
MATH	2nd	Students in Algebra I who achieved the highest % gain were those whose proficiency level was AP. 6 out of 8 students in Geometry scored DNM. By the 2nd Benchmark every student raised at least one level and every student was at AP or above.	Algebra I gains may indicate that interventions are working for the lowest students. Small class size in Geometry allowed individualized instruction that promoted every students progress.	Focusing on intervening with students who lack basic math skills has paid off. Students who have a better foundation spend less time learning new skills.
MATH	3rd			
MATH	EOY			

Change and Action				
Step 3: What actions need to be continued or changed to improve teaching and learning in every classroom?				
		What specific actions are needed for you to improve the results for students who are not getting it?	What specific actions are needed to support the students who already get it?	Person responsible and when will this be completed?
ELA	Baseline	1-Identify standards that need to be re-taught through assessments both formative and summative, along with benchmarks. 2-Analysis of the root cause of why students did not learn the concepts. 3-Strategies using highly engaging content differing from original instruction, will be used to address gaps in learning standards. 3-Formative assessments will be frequently used to adjust instruction.	1-Peer tutoring 2-Career training courses 3-College prep exams 4-ECAP model	Sheri Skousen will be monitoring and implementing the new curriculum. Ken Faulkner will be overseeing the academic behaviors along with ECAP oversight. TJ Little will focus on College and Career Ready curriculum for all students with an English emphasis. All of the above will be ongoing throughout the year. Reports will be compiled quarterly.
ELA	2nd	1-Weekly standards based formative assessments, 2-Friday interventions for those who require additional time, 3-Cross curricular implementation of ELA standards, 4-1 additional certified English teacher for English 11 and Lab English courses,	1-Weekly formative standards based assessments 2-Cross-curricular support 3-Increased rigor to support advanced learners. 4-PEAK digital learning reports identifying daily performance	The Principal oversees lesson plans weekly. All curriculum must be aligned to the AZ Standards. Data meetings are held weekly with staff to review attendance, behaviors, and academics. Teachers submit weekly reports for all categories of student proficiencies along with an action plan. Weekly reports are used to identify students who are at risk. Online gradebooks are maintained with weekly scores using the AZ standards for grading.
ELA	3rd			
ELA	EOY			
MATH	Baseline	1-Standards mastery with an emphasis on remediation of all challenging standards until mastered. 2-highly engaging content using technology enhanced learning 3-immediate feedback through on-line reports will give the necessary data to adjust the curriculum 4-increasing the rigor especially for English 10 and 11.	1-Peer tutoring 2-Career training courses 3-College prep exams 4-ECAP model	Sheri Skousen will be monitoring and implementing the new curriculum. Ken Faulkner will be overseeing the academic behaviors along with ECAP oversight. Two HQ Math Teachers will assist students in both programs. All of the above will be ongoing throughout the year. Reports will be compiled quarterly.
MATH	2nd	1-increasing the rigor especially for English 10 and 11. 2-daily vocabulary practice, specifically academic vocabulary used on AzMERIT. 3-Sample AzMERIT Tests will be given enabling students time to practice the test format.	Increasing rigor and differentiating the instruction for advanced learners.	The leadership team and data team meetings will identify at risk students. Core teachers will monitor these students weekly documenting progress or lack of. Weekly reports will be done by the Admin Team with input from teachers.
MATH	3rd			
MATH	EOY			

IAP Review			
Step 4: Review and reflect on your current IAP. Prior to making changes to your IAP in ALEAT, contact your support specialist.			
	Reflecting on this quarter, what school improvement strategies and actions are you successfully implementing?	What school improvement strategies and actions need more attention?	Any additional considerations for the IAP?
Baseline	A new Learning Management System has been purchased. The content is highly engaging, offers immediate feedback and will address a wide range of learning styles. Doubling of full time staff will also provide a low student-teacher ratio. Focusing on attendance and at risk behaviors through hiring a full time mentor is also a proven method for success.	Students who do not have adequate support for outside of school tutoring hours is an ongoing struggle. The team will need to be creative in finding ways to support families who are unable to provide transportation and funding students ability to attend school outside of regular hours.	With a substantial financial increase to staffing and curriculum, the close monitoring of our data fwill hopefully show improvements needed. Future student outcomes are predicted to improve based on the evidence-based research we've incorporated from WWCH . Highly engaging content, increased staffing of highly qualified instructors in core content areas, student mentors to assist families needing support ,and a dedicated team are all proven methods to improve the grad rate, drop out rate, and test rate for the at risk student population we serve.
2nd	PEAK learning has proven to be a comprehensive support for student performance outcomes including the following: 1-standards based curriculum with multiple built in assessments 2-weekly data talks identifying students who need attention 3-Attendance issues are addressed immediately 4-Additional learning tools used in English classrooms to support-rubrics and tools found in the Engage NY curriculum adopted b y the English Department.	Attendance issues where transportation prohibits students from attending regulary are an ongoing issue. Lack of parental support is problematic for a large portion of our population. Cell phone use was a deterent to learning. Increased monitoring of a no cell phone policy has been implemented.	We have made tremendous progress in implementing two new systems, an LMS and SIS. The benefits are extensive as seen by particularly the reports generated. These reports are very detailed and give teachers additional time to intervene with up to the minute data. Curriculum will be adjusted on a daily/weekly basis. Timely result driven data is the single most import gain we have seen thus far.
3rd			
End of Year			

Appendix E.
Academic Systems Review Site Visit Inventory

V. Professional Development Inventory

EVHS Professional Development 2018-19

8/03/18 Power Teacher Pro Training

Teachers will learn to use the Power School Gradebook; Methods for organizing assignments by standards; teacher standards based assessments; grading scales for effective student monitoring.

10/26/18 Data Driven Culture Introduction

Teachers will the data system used by EVHS for monitoring student proficiencies and benchmark data; they will learn the importance of data driven instruction, focusing on AZ State Standards.

11/9/18 Introductory overview and training of the new digital curriculum (PEAK)

Using the BrightSpace catalogue, teachers will learn how to modify curriculum, print reports, and grade papers, utilize the dashboard to view students that need attention and create progress summaries. (6 hours)

01/26/19 Using Data to Drive Instruction: Core Academic Teachers (3 hours)

Teachers will learn to identify at-risk students and behavior interventions to improve student performance using the digital curriculum.

04/27/19 Self-Selected Topic or Referral

Based on teacher observations; teachers will be assigned professional development webinar/courses targeted to their individual needs.

05/6-10/19 End of Year Exit interviews

Year-end teacher, post-evaluation conference

East Valley High School

Academics · Arts · Technology

TEACHER NEEDS SURVEY RESULTS 18-19 SY

Based on the Danielsen Framework

PLANNING AND PREPARATION

- Reviewing prior knowledge and scaffolding
- Using best practices for teaching vocabulary
- Understanding of methods available to determine student needs
- Ways to teach to the ELA Standards
- Differentiating assessments
- Making learning relevant to students
- Greater staff development in IAP completion.

THE CLASSROOM ENVIRONMENT

- Engaging resistant students in learning
- Increasing student participation
- Addressing attendance issues
- Root causes of students not achieving learning outcomes

PROFESSIONAL RESPONSIBILITIES

- Watching videos of master teachers
- More parent contact ideas
- Better understanding of the school's goals
- Community awareness to aid in Career and College Readiness
- Involving parents and students with root cause analysis
- Ongoing Recertification needs
- Basic computer application skills

INSTRUCTION

- Challenging students by adding more writing
- Using images to define vocabulary
- Helping students write and read math problems

Data Walk Support

Learning Objectives Or Goals

Posted & Understood?
Teacher or student talk?
Do students know what the objective/goal is for the lesson?

Success Criteria

Specific, Concrete, "I Can."
Measurable
Describes what success looks like when the goal is reached.

Assessment

Informal - Used to monitor and adjust teaching, exit ticket, oral communication

Formal: (3 types listed below)
Selected Response – Multiple choice, T/F, fill in the blank

Extended Written Response – Write several sentences

Performance Assessment – Based on observation, performance skill or creative product to be judged.

Depth of Knowledge

Level 1 – Recall/Recite; when, where, who, what, why

Level 2 – Skill/Concept: separate, cause/effect, estimate, predict

Level 3 – Strategic Thinking; assess, compare, revise, differentiate

Level 4 – Extended Thinking; design, analyze, create, prove, apply

REQUIRED

STUDENTS MUST BE ABLE TO TELL YOU **WHAT** THEY ARE LEARNING AND **WHY.**

Engaged vs. Compliant (NAAACP)

Every lesson includes at least one of the following:

N… novelty and variety
A… affiliation (work w/others)
A… affirmation of performance
A… authenticity (significance)
C… choice
P… product focus

Students find value in what they are doing when they are engaged.

Learning Environment

Safe Environment – Room arrangement, resources, supports learning

Climate of High Expectations – Routines and rules minimize disruption

Opportunity to Learn – Work, tight alignment, teacher aware of students' levels

Student Work Displayed or Published

DATA WALK SUPPORT

Instructional Strategies

Identifying Similarities and Differences – Comparing, classifying, recognizing metaphors, using analogies (T-charts, Venn Diagrams, Frayer model, Comparison Matrix)

Summarizing and Note Taking – Linguistic and nonlinguistic notes, mind maps, Cornell Notes, Synthesizing information, pulling out the main idea

Reinforcing Effort and Providing Recognition – Authentic praise, explaining why an answer is wrong or right, connecting effort and outcome

Homework and Practice – Memorization, activities to increase skill speed, role activities to instill a concept or skill

Nonlinguistic Representation – Graphs, charts, maps, pictures, simulations, dramatizations, movement, music

Cooperative Learning – Working in pairs or groups where roles are assigned or there is structure, students have mutual goals, and are working together

Setting Objectives and Providing Feedback – Students create their own learning goals and get feedback from the teacher on their progress (long-term assignments, research, projects of choice)

Generating and Testing Hypothesis – System analysis, invention, experimental inquiry, decision-making, problem-solving

Cues, Questions, Advance Organizers – K-W-L- charts, questioning strategies, anticipation guides

Entry Plan for Data-Driven Instruction: New School Start-Up

Implementation Calendar

As Soon as Possible (Spring or Summer)—Assessment:

Adopt and apply rubric metrics to ensure completion (all in "Assessment" section): Common, Aligned, Reassesses, Wrong Answers, and Transparent.

Build a full plan for interim assessments for the following school year:

- Acquire quality interim assessments, build your own, or supplement existing assessments using the Interim Assessment Checklist as guide.
- Change curriculum scope and sequence to match interim assessments that will be used (or vice versa).
- Identify who will help you complete the assessment and curriculum adjustment process to be ready for launch by the beginning of the school year.

Grade your school with the implementation rubric in the category of "assessment," identifying where the school stands and where you need to be before the school year begins.

Support Materials: "Interim Assessment Review" checklist (see Appendix and CD-ROM).

Summer—Culture:

Adopt and apply rubric metrics to ensure completion (all in "Culture" section): Calendar, Leadership Team Training, Professional Development Plan, Vision.

The following items should be completed:

- Create a detailed Assessment Calendar that includes assessment creation, assessment implementation, scoring and analysis dates, teacher–instructional leader meetings, and re-teaching time (see Assessment section of CD-ROM for prototypes to follow).
- Create a skeletal Professional Development Calendar that includes launch of data-driven model, training for staff in analysis, time for scoring and analyzing, training staff to develop new lesson plans, and other key meetings (see professional development ideas in Part 2).
- Create a detailed plan for the training of the school's leadership team.
- Have the first professional development session planned for launch.

Plan training for your leadership team (your formal leadership team and the informal staff leaders).

Support Materials: Assessment Calendars (see Appendix and CD-ROM).

September—Assessment and Culture:

Evaluate all the rubric metrics in "Assessment" and "Culture."

You should have evidence of each of the following:

- An opening professional development session has been held with the faculty, presenting the data-driven instructional model.
- The first interim assessments (or the closest proxy) are finalized and comply with each aspect of the assessment rubric in reading, writing, and math.
- The teachers have already seen the first interim assessments (or the closest proxy) so that they can plan for mastery ("Transparency").

Review your protocols for lesson plan supervision and walk-throughs or observations.

- Improve the lesson plan reviews and observations to support the data-driven instructional model.

Develop plan to determine how test scoring and analysis will be completed.

- Use all staff to accomplish this task.

Support Materials: See Part Two of Driven by Data (Chapters Six through Twelve).

October—Analysis:

Evaluate all the rubric metrics in "Analysis" and two metrics in "Action"—new lesson plans and teacher action plans.

Prior to first interim assessment, have teachers predict performance, marking each question as follows:

- "Confident" (sure that the students will get it right)
- "Not sure"
- "No way" (students will definitely get it wrong)

Administer the first interim assessment.

Make sure Teacher Analysis and Action Plan templates are in place.

Principal and instructional leaders run test-in-hand analysis meetings with teachers.

- Principal runs meetings or observes other instructional leaders in action.
- After the meetings, principal gives feedback to other instructional leaders about how to facilitate the meeting more effectively in the future Principal makes point to attend team meetings where teacher teams plan new lessons.

Support Materials: See Appendix and CD-ROM: "Data-Driven Analysis Meetings: Leading Effective Analysis Meetings" and "Assessment Analysis Sheet and Instructional Plan" template.

November—Action:

Evaluate all the rubric metrics, with focus on "Action."

The second assessment is in the hands of the teachers, so they can plan backward from it.

Run Results Meetings to plan to re-teach challenging standards.

Have teachers add rigor to their lesson using "Increasing Rigor Throughout the Classroom: Data-Driven Best Practices."

The principal does a formal school review and walk-through with other instructional leaders.

- Review lesson plans: Is there evidence of implementation of teacher action plans from the assessment analysis meetings?
- Observe classes: Is there evidence of implementation of teacher action plans? Can you identify examples of changed teaching practices?

The leadership team completes full mid-semester evaluation of the school based on the entire data-driven instruction implementation rubric.

Support Materials: See Appendix and CD-ROM: "Results Meeting Protocol," "Increasing Rigor in the Classroom: Data-Driven Best Practices" and "Data-Driven Implementation Rubric."

December—June:

Repeat interim assessment cycle mentioned above:

- Teachers see interim assessment in advance
- Teachers predict performance
- Administer interim assessment
- Teachers complete Assessment Analysis Instructional Plans
- Instructional leaders and teachers participate in test-in-hand analysis meetings
- Run Results Meetings
- Teacher implement action plans
- Leaders observe for implementation

Classroom Observation Form

Time in: **Time out:**

Teacher/Class: **Date:** **Observers:** **Students: #**

A	Learning Environment	Observed	Comments
1	Teacher has high expectations for learning		
2	Behavior expectations displayed		
3	Evidence of classroom rules and procedures		
4	Effective transitions between activities		
5	Teacher-led whole group instruction/discussion		
6	Teacher-led small group instruction/discussion		
7	Cooperative Learning Strategies are used		
8	Independent student work is productive		
9	Teacher allows student input		
B	**Instructional Practices**		
1	Objective(s) posted Adin student friendly language at grade level		
2	Prior Knowledge is activated		
3	Purpose for Learning is established		
4	Explanation of Learning is concise and clear		
5	Teacher models expectations for skill/product		
6	Questions, activity, assignments aligned to purpose		
7	Checking for Understanding-Assessment		
8	Corrective Feedback-knowledge of students		
9	Appropriate time devoted to student learning outcome		
C	**Student Behavior**		
1	Students reading is related to purpose		
2	Seatwork, worksheet, text activity, note-taking		
3	Students taking test aligned to purpose		
4	Cooperative learning		
5	Student performance/presentation		
6	Students feel acknowledged and valued		
D	**Student Engagement**		
1	Teachers elicit student engagement		
2	Student engagement throughout the whole lesson		
3	Student engagement mandatory for all students		
4	Level of cognition: Analyze-Evaluate-Create		
5	Level of cognition: Apply		
6	Level of cognition: Remember-Understand		

Learning Environment /9
Instructional Purpose /9
Student Behavior /6
Student Engagement /6
Total: /30

Notes:

Powerful Task Rubric for Designing Student Work

The "Rigor Divide"

	Power Component	1	2	3	4
Cognitive Demand	Bloom – Revised Taxonomy	Recall	Understand	Apply/Analyze	Evaluate/Create
	Examples	Name the steps	Follow the steps	Infer with text support	Argue, defend, or justify
	Antonetti/Garver – Patterns	Repeat patterns	Restate or reproduce patterns	Find patterns Find use for patterns	Compare patterns Add/combine/ignore patterns
	Webb – DOK (Assessment)	Recall	Skill/Concept	Strategic thinking	Extended thinking
	Stein/Smith – Mathematics	Memorization	Procedures without connections	Procedures with connections	Doing Mathematics
Academic Strategies*	Similarities and Differences	List facts about A and B	Parallel facts about A and B	Compare or contrast by trait	
	Summarizing/Notetaking	Copy	Restate	Personalize or make unique decisions about content	
	Nonlinguistic Representation	Copy other given forms	Place into other forms	Create a new representation	
	Generating/Testing Hypotheses	Copy	Restate "known" pattern	Identify and extend patterns	
Engaging Qualities**	Personal Response (Clear/Modeled Expectations)	Not necessary	Fill in the blank with "my" answer	Explain and support my ideas (open)	Explain and defend or justify my ideas
	Intellectual/Emotional Safety	Not required	Not required	Expression of concepts or recognized patterns	Expression of supported opinions or new ideas
	Learning with Others	Take turns talking	Listen and repeat	Interdependence in roles or mini tasks	Interdependence of ideas
	Sense of Audience	A partner	The class	An audience I want to appreciate me or my ideas	An audience I want to influence
	Novelty and Variety	Recall is fun or different	Product without concepts	Product with concepts	Perspective
	Authenticity	Teacher connects to world	Repeat real examples	Recognize real examples	Create real examples
	Questions	Closed with single right or wrong answers	Closed but with a "choice" of answers	Open with a range of answers, support, strategies, connections	

* The strategies listed are those directly influencing rigor or cognitive demand.

** The engaging quality of "Choice" is not listed; it is effectively provided through choice *between* rigorous tasks.

Fishbone template for Schools

[redacted]

Primary Need

How to keep my students actively engaged with highly effective challenging assignments.

Instruction

Put more activities that keep students involved in high level learning.

Need to provide more time on task for higher level student engagement.

How does time contribute

How do you know problem exist

re occurs

Self monitoring of peer to peer instruction

The students are bored with repetive facts. Change up methods using prior knowledge

What are students doing to contribute or not contribute to the problem

How does Curriculum contribute

Use more rigeroos methods - not just the answer - why the answer

Better enthusiasm toward the goals in general.

What do teachers do or not do to contribute to the problem?

Need Statement

Keep All students engaged by increasing prior knowledge - Better Review of Basic level knowledge (scaffolding)

Identify Area of Needs — Brainstorm with students — try skill - Did they get it — if not reasses and try again. — Must have a timeline. Accomplish timeline.

Desired Outcome (Positively Restate your Needs Statement):

_____

[redacted]

From: [redacted]
Sent: Wednesday, November 28, 2018 5:13 PM
To: East Valley High School
Subject: Re: FW: 5 why's root cause workbook T Davidson 10-18

[redacted]

5root causes workbook:
1. I watched the video and sent you a response on the email it was on. Good points.
2. I plan to discuss each vocab word and discuss what it means and how is it used. Also, reduce the number of words, teach smaller chunks, more discussion and check for understanding.
3. I have already sent you the lesson plans for next week, 12-03-2018. I will begin include some of the new format the week after. (I realized after I put them on share drive I put the date 11-03-2018 and I need to change them tomorrow).
4. I will be asking more questions to check for understanding. I will also check science notebooks to check if students are doing the work. I will use more examples to help different students understand the material better.

Warm regards,

[redacted]

On Wed, Nov 28, 2018 at 4:14 PM [redacted]

From: [redacted]
Sent: Tuesday, November 20, 2018 12:18 PM
To: [redacted]
Cc: [redacted]
Subject: 5 why's root cause workbook T Davidson 10-18

Hello [redacted]

As part of the vocabulary instruction follow up, please answer the following questions using the attached 5 Why's Root Cause Workbook:

1-How did you change the way you teach vocabulary?

2-Was the strategy successful, state how and why?

3-Include assessment data to show your results.

Please submit your answers by responding to this email request, no later than 11-29-18.

Thank-you,

Sheri Skousen

Director Curriculum & Instruction

Legacy Education Group

East Valley High School

[redacted]

http://evhigh.org

East Valley High School
Educator Evaluator Training P1

Meeting Date: 10/27/2017 8:00 – 11:00

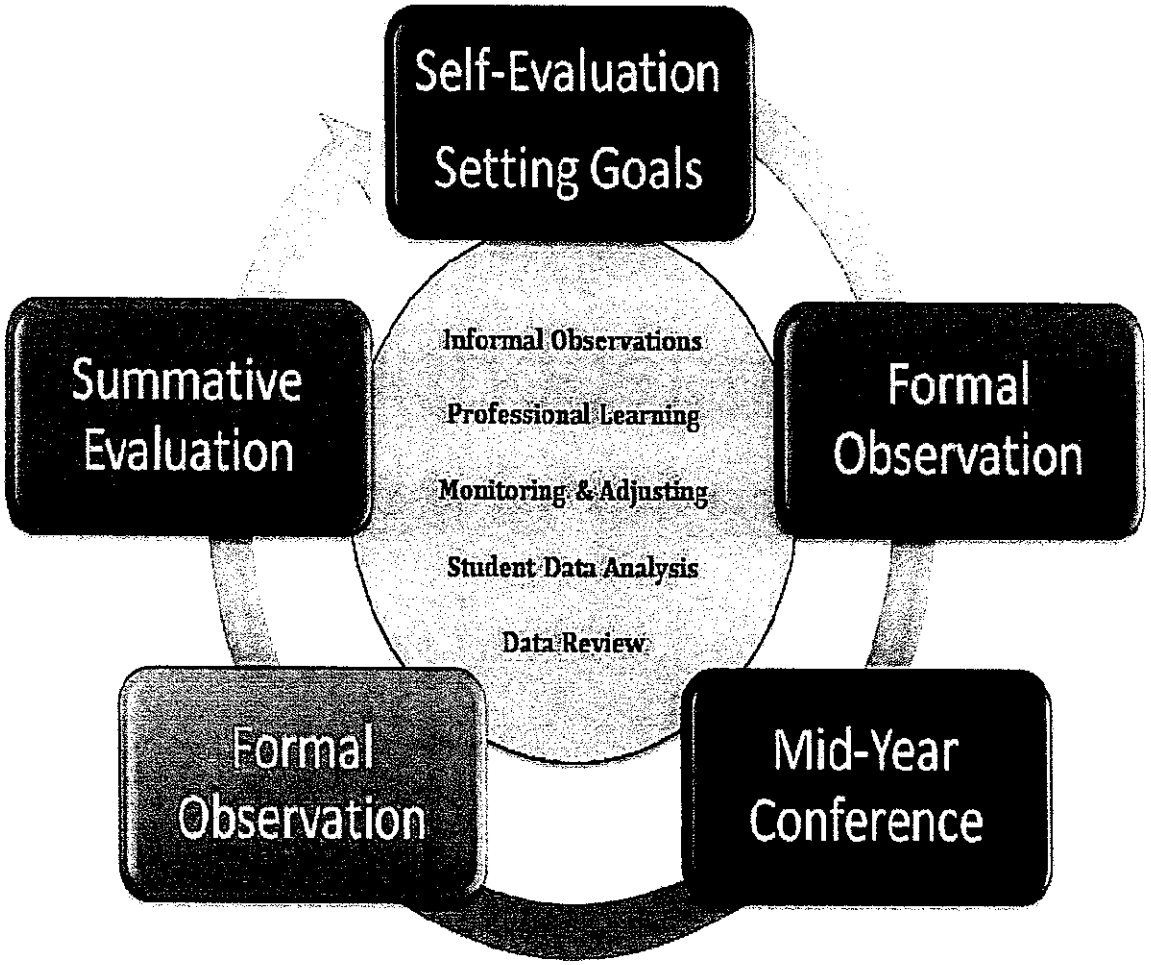
Presenters: Sue Douglas Sheri Skousen

Name:
Rory S. Murphy
Grace Malave
Crystal Claytor
CA'N MILLER
Mark Arendse
Lindsey Dickson
Kim Waskiewicz
Josh [illegible]

OBJECTIVES FOR EDUCATOR EVALUATION TRAINING

- Explain the Teacher Evaluation Cycle.
- Describe the Required Components of a Teacher Evaluation System.
- Present the Components (Four Domains) of the Teaching Performance Rubric.
- Review the Sections of Each Domain and Examples of Best Practice.

The Evaluation Cycle



Domains of the Teaching Framework

OBJECTIVES FOR EDUCATOR EVALUATION TRAINING

- Explain the Teacher Evaluation Cycle.
- Describe the Required Components of a Teacher Evaluation System.
- Present the Components (Four Domains) of the Teaching Performance Rubric.
- Review the Sections of Each Domain and Examples of Best Practice.

Planning & Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.

Classroom Environment

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

Instruction

In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

Professional Responsibilities

Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

Professional Development Exit Questionnaire

Name: _____ (optional) Position Title/Role: Instructor

District/School/: East Valley Date: 3-23-18

Topic(s): _____ Duration (hours/days) _____

343
49
392

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree)	Rate the item using scale below					
The staff development:	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	⑤	④	③	②	①	⓪
2. was timely.	⑤	④	③	②	①	⓪
3. was relevant to my needs.	⑤	④	③	②	①	⓪
4. format and structure facilitated my learning.	⑤	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	⑤	④	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	⑤	④	③	②	①	⓪
7. helped me gain new information and skills.	⑤	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	⑤	④	③	②	①	⓪
9. provided important resources for me.	⑤	④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	⑤	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	⑤	④	③	②	①	⓪
12. met my expectations.	⑤	④	③	②	①	⓪

How will you use what you have learned?

Engage more senses in reinforcement of material

What was the most useful part of this staff development? Why?

The videos for the different classes was helpful in seeing different teaching situations in dif. environments

What was the least useful part of this staff development? Why?

What additional training/support do you need?

Thank you for moving it along when people go off topic/ like to talk a lot :)

Professional Development Exit Questionnaire

Name: [redacted] (optional) Position Title/Role: History / Social Studies

District/School/: Legacy Date: 3/23/18

Topic(s): Summative Eval Duration (hours/days) 3 hours

440
56
6

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree)	Rate the item using scale ~~below~~					
The staff development:	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	●	④	③	②	①	⓪
2. was timely.	●	④	③	②	①	⓪
3. was relevant to my needs.	⑤	●	③	②	①	⓪
4. format and structure facilitated my learning.	●	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	⑤	●	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	⑤	●	③	②	①	⓪
7. helped me gain new information and skills.	●	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	●	④	③	②	①	⓪
9. provided important resources for me.	●	④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	●	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	●	④	③	②	①	⓪
12. met my expectations.	⑤	●	③	②	①	⓪

How will you use what you have learned?
I will try the "fish bowl" approach to community circle.

What was the most useful part of this staff development? Why?
Set clearer expectations on "better method" or "best practice".

What was the least useful part of this staff development? Why?
I learn from everything and everyone – be open as a person makes you a better teacher.

What additional training/support do you need?
More use of vocabulary "Educationalese" (☺) ha ha!

Professional Development Exit Questionnaire

Name [redacted]al) Position Title/Role: Teacher

District/School/: E. V. H. S. Date: 3/23/18

Topic(s): Varied Duration (hours/days) 3 hr

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree)	Rate the item using scale below					
The staff development:	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	⑤	④	③	②	①	⓪
2. was timely.	⑤	④	③	②	①	⓪
3. was relevant to my needs.	⑤	④	③	②	①	⓪
4. format and structure facilitated my learning.	⑤	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	⑤	④	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	⑤	④	③	②	①	⓪
7. helped me gain new information and skills.	⑤	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	⑤	④	③	②	①	⓪
9. provided important resources for me.	⑤	④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	⑤	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	⑤	④	③	②	①	⓪
12. met my expectations.	⑤	④	③	②	①	⓪

How will you use what you have learned?

Several of the strategies will be implemented to better serve my students

What was the most useful part of this staff development? Why?

Fishbowl Strategy.. because the strategy will encourage higher level thinking.

What was the least useful part of this staff development? Why?

N/A. All concepts were useful and relevant.

What additional training/support do you need?

I would like more tools and strategies to reach every student to ensure everyone has a well-rounded enjoyable time in my class

Professional Development Exit Questionnaire

Name [redacted] (optional) Position Title/Role: Theatre + support staff

District/School/: East Valley HS Date: 3-23-18

Topic(s): Classroom planning prep + environment + Responsibility Duration (hours/days) 3 hours

164
60
224

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree)	Rate the item using scale below					
The staff development:	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	⑤	④	③	②	①	⓪
2. was timely.	⑤	④	③	②	①	⓪
3. was relevant to my needs.	⑤	④	③	②	①	⓪
4. format and structure facilitated my learning.	⑤	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	⑤	④	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	⑤	④	③	②	①	⓪
7. helped me gain new information and skills.	⑤	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	⑤	④	③	②	①	⓪
9. provided important resources for me.	⑤	④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	⑤	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	⑤	④	③	②	①	⓪
12. met my expectations.	⑤	④	③	②	①	⓪

How will you use what you have learned? use the "Do Now" to engage students quickly
y: set up areas + clear expectations

What was the most useful part of this staff development? Why?
some ideas for implementation of material

What was the least useful part of this staff development? Why?

?

What additional training/support do you need?
Use of + set up of Grade Book

Professional Development Exit Questionnaire

Name: _____ (optional) Position Title/Role: Professional Development.

District/School/: East Yancey School. Date: 3/23/2018.

Topic(s): Professional Development. Duration (hours/days) 8 – 11

113

51

164

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree)	Rate the item using scale below					
The staff development:	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	⑤	④	③	②	①	⓪
2. was timely.	⑤	④	③	②	①	⓪
3. was relevant to my needs.	⑤	④	③	②	①	⓪
4. format and structure facilitated my learning.	⑤	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	⑤	④	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	⑤	④	③	②	①	⓪
7. helped me gain new information and skills.	⑤	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	⑤	④	③	②	①	⓪
9. provided important resources for me.	⑤	④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	⑤	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	⑤	④	③	②	①	⓪
12. met my expectations.	⑤	④	③	②	①	⓪

How will you use what you have learned?

I learning use the method to in class.

What was the most useful part of this staff development? Why?

#3. Assess understanding. because they will effect is goal.

What was the least useful part of this staff development? Why?

the dream lesson. we really need the teachers have a lot knowledge to students to learn.

What additional training/support do you need?

engagement students to learning.

Professional Development Exit Questionnaire

Name: [redacted] (optional) Position Title/Role: Music

District/School/: Mesa Date: 3/23

Topic(s): _____ Duration (hours/days) 3 hours

56
57
113

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree)	Rate the item using scale below					
The staff development:	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	✓ ⑤	④	③	②	①	⓪
2. was timely.	✓ ⑤	④	③	②	①	⓪
3. was relevant to my needs.	✓ ⑤	④	③	②	①	⓪
4. format and structure facilitated my learning.	✓ ⑤	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	⑤	✓ ④	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	⑤	✓ ④	③	②	①	⓪
7. helped me gain new information and skills.	✓ ⑤	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	✓ ⑤	④	③	②	①	⓪
9. provided important resources for me.	⑤	✓ ④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	✓ ⑤	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	✓ ⑤	④	③	②	①	⓪
12. met my expectations.	✓ ⑤	④	③	②	①	⓪

How will you use what you have learned?

~~Specify~~ Open my mind to different approaches.

What was the most useful part of this staff development? Why?

Open mindset to apply to subject.

What was the least useful part of this staff development? Why?

—

What additional training/support do you need?

Specific areas more detailed.

Professional Development Exit Questionnaire

Name: _____ (optional) Position Title/Role: SpEd Dept.

District/School/: East Valley HS Date: 3-23-18

Topic(s): The Summative Evaluation Duration (hours/days) Fri. 8-11am

= 83
60
43

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree)	Rate the item using scale below					
The staff development:	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	●	④	③	②	①	⓪
2. was timely.	●	④	③	②	①	⓪
3. was relevant to my needs.	●	④	③	②	①	⓪
4. format and structure facilitated my learning.	●	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	●	④	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	●	④	③	②	①	⓪
7. helped me gain new information and skills.	●	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	●	④	③	②	①	⓪
9. provided important resources for me.	●	④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	●	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	●	④	③	②	①	⓪
12. met my expectations.	●	④	③	②	①	⓪

How will you use what you have learned?

to aid general ed teachers with learning steps/concepts
– take away fear of learning

What was the most useful part of this staff development? Why?

Visuals of what things look like (Video's of real lessons)

What was the least useful part of this staff development? Why?

NA

What additional training/support do you need?

Keep bringing in examples that touch all teacher's classrooms.