

## Grade Level Expansion Amendment Request Curriculum Sample Template

Who needs to use this form? Charter holders that do not meet the academic performance eligibility criteria described in the Adding Grade Levels to Charter Amendment Request instructions must submit curriculum samples with the request.

Why? Curriculum samples provide a representation of a program of instruction aligned to the State's approved academic Standards and to the methods of instruction described in the charter. The curriculum samples allow the charter holder to demonstrate their capacity to develop a curriculum aligned to these Standards which will improve pupil academic achievement.

### Directions

For each grade level being added, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample.

How many pages can a curriculum sample have? Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, scoring information, and any supplemental material included for review.

Which standards may be used? Each curriculum sample must address at least one Standard from a content area (Reading, Writing, Math) for the grade level requested. When the instructional strategies and student activities described in a curriculum sample align to several Standards, indicate one Standard that is instructed and assessed to mastery in the curriculum sample to be the focus of review by putting (M) before the Standard number.

**Reading** - Each Reading/ELA curriculum sample must identify as the focus for review one Standard from a Reading strand (Reading for Literature or Reading for Informational Text), not to include RL.10 or RI.10. The instruction, student activities, and assessment together must allow students to demonstrate mastery of the grade-level expectations of rigor defined by the description of the Standard identified to be the focus of review.

**Writing** - Each Writing/ELA curriculum sample must identify as the focus for review one Standard from the strand of Writing, Text Types and Purposes (W.1, W.2, or W.3). The instruction, student activities, and assessment together must allow students to demonstrate mastery of the grade-level expectations of rigor defined by the description of the Standard and components identified to be the focus for review. Standard components chosen for Writing curriculum samples must address grade-level expectations of rigor new for that grade in at least two of the components.

For the English Language Arts (Reading and Writing) curriculum samples, the requirements include addressing the grade-level rigor defined by the Standard indicated for review. For the purposes of this request, grade-level rigor is the expectation set by Common Core Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same Standard at the prior grade level.

**Mathematics** - Each Math curriculum sample must identify one Standard from Mathematics to be the focus for review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus for review, but should be identified by number when addressed in the instructional strategies and student activities. The instruction, student activities, and assessment together must allow students to demonstrate mastery of the grade-level rigor defined by the description of the Standard and components identified to be the focus for review. If any high school grade (grades 9-12) is to be added, the applicant will provide a curriculum sample representing a high school course in Math meeting State requirements for each grade level requested.

For the Mathematics curriculum samples, the requirements include addressing the grade-level rigor defined by the listed Standard. For the purposes of this request, grade-level rigor is the expectation set by Common Core Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the Standard description.

What about Standards with several components? Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the Standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Some Common Core Standards include multiple components, describing an amount of content and/or skill knowledge which might be difficult to fully address within the page limitations described above.

If the Standard has two or fewer components identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the complete Standard including the overall broad standard description (double underlined below) and all components.

- (M) 3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- a. Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
  - b. Represent the fraction  $a/b$  on a number line by marking off a lengths  $1/b$  from 0. Recognize the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

If the standard includes more than two components identified by lower-case letter (e.g. 4.W.1 below), the charter holder is required to address the overall broad standard description (double underlined below) and not fewer than two components (e.g. 4.W.1, 1b and 1d, underlined below). The components identified for review must address grade-level rigor (see above).

- (M) 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. (M) Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - d. (M) Provide a concluding statement or section related to the opinion presented.

Curriculum Sample Template Max. 8 Pages (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

* Grade Level		* Content Area	
Course Title (grades 9-12 Only)			
<b>Expected Prior Knowledge</b> List the knowledge/ skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.			
<b>* Alignment to Program of Instruction</b> Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.			
<b>* Standard Number and Description</b> The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.			
<b>* Materials/ Resources Needed</b> List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)			

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

Lesson (add as needed)	* Instructional Strategies - List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Standard identified as the focus for review. Indicate alignment of instructional strategies to the Standard/ component identified as the focus for review and specific Standard(s) of Mathematical Practice.	* Student Activities - Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Standard identified as the focus for review. Indicate alignment of student activities to the Standard/ component identified as the focus for review and specific Standard(s) of Mathematical Practice.
1		
2		
3		
4		

Summative Assessment Items and Scoring: Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified as the focus for review. For each assessment item, clearly identifies the specific component(s) or content/ skill(s) identified in the Standard identified as the focus for review being assessed. For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified as the focus for review is clearly demonstrated by an acceptable score.