PUBLIC EDUCATION COMMISSION

Educational Program Amendment Request Form

The Charter Contract was entered into by and between the New Mexico Public Education Commission and [Cesar Chavez Community School], hereafter "the School", effective [16th] of [December], [2022]. The School was approved for a [5 year] Charter Contract.

The School's Charter Contract currently states:

EDUCATIONAL PROGRAM OF THE SCHOOL:

Comprehensive Educational Program of the School: The School's educational program shall be as described below:

CCCS offers individualized, flexible scheduling and a high level of individual support to help students connect or reconnect with school and earn a diploma. With nineteen years' experience serving this population, we are convinced that having the students prepared and poised for their next steps beyond graduation is one of the most crucial long-term services we can provide. Thus all that is included in the renewal priorities will contribute to this final, overarching goal for preparing CCCS students for their next step.

CCCS Key Commitments:
Small classes will be maintained (average 17:1);
Students will have an assigned mentor who will implement the CCCS mentoring program;
Student progress will be tracked, as appropriate to each student's needs, challenges and goals, by assessing credit completion, rate/timeliness of credit completion, attendance, behavior, scheduling, etc.
Higher-level thinking, problem-solving and life applications will be incorporated into curriculum planning and instruction using strategies such as Paideia Seminar; Community service, service learning, work experience and/or experiential learning will be offered to students at CCCS;
Teen parenting support will be provided through social work, parenting curriculum and community resources.

III. Key Commitments for Staff:
CCCS will schedule training and in-service days for staff;
Staff development will include training in strategies focused on areas such as higher-level thinking, problem-solving, life applications, and trauma-informed strategies

MISSION:

CCCS offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section 6_____, as follows:

PROPOSED CHANGE TO COMPREHENSIVE EDUCATIONAL PROGRAM:

CCCS offers individualized, flexible scheduling and a high level of individual support to help students connect or reconnect with school and earn a diploma. With nineteen years' experience serving this population, we are convinced that having the students prepared and poised for their next steps beyond graduation is one of the most crucial long-term services we can provide. Thus all that is included in the renewal priorities will contribute to this final, overarching goal for preparing CCCS students for their next step.

CCCS Key Commitments:
Small classes will be maintained (average 15:1);
Students will have an assigned mentor who will implement the CCCS mentoring program;
Student progress will be tracked, as appropriate to each student's needs, challenges and goals, by assessing credit completion, rate/timeliness of credit completion, attendance, behavior, scheduling, etc.
Higher-level thinking, problem-solving and life applications will be incorporated into curriculum planning and instruction using strategies such as Paideia Seminar; Community service, service learning, work experience and/or experiential learning will be offered to students at CCCS;
Teen parenting support will be provided through social work, parenting curriculum and community resources.
CCCS utilizes a range of flexible and personalized learning programs, platforms, modalities, and environments including online and in-person supports and learning options.
Direct instruction is offered online daily through synchronous, interactive direct instruction platforms, such as Zoom.

GRADE LEVELS SERVED IN COMPREHENSIVE EDUCATIONAL PROGRAM: 9-12 (form link Grade Level and Fiscal Yea

EFFECTIVE FISCAL YEAR: 9-12 (form link Grade Level and Fiscal Ye

Submit this form and all supporting documents to charter.schools@state.nm.us

The School's Educational Program amendment request is hereby submitted by [Tani Arness]on [December 2, 2022], and affirms the school meets the following eligibility criteria:

- ☒ The school must confer with the PEC to convert to the 2019 contract template within 30 days of a vote on this request;
- ☒ If the fiscal year has started, or will start prior to the request being considered by the PEC, the amendment request will be effective only in the subsequent fiscal year; and
- ☒ The school's governing board is in compliance with all reporting requirements.

Tani Arness Digitally signed by Tani Arness Date: 2022.12.01 17:59:16 -07'00' 12-2-2022

Charter School Representative Signature Date

The School's Educational Program amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

☐ APPROVED ☐ DENIED

Chair, Public Education Commission Date

CCCS Educational Program Amendment Request And Information

(as per PEC and CCCS mediation meeting on 11-7-22)

Current Education Plan Information as per 2019 Contract

CCCS School Mission: *CCCS offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.*

1. **Comprehensive Educational Program of the School:** The School's educational program shall be as described below:

   I. CCCS offers individualized, flexible scheduling and a high level of individual support to help students connect or reconnect with school and earn a diploma. With nineteen years' experience serving this population, we are convinced that having the students prepared and poised for their next steps beyond graduation is one of the most crucial long-term services we can provide. Thus all that is included in the renewal priorities will contribute to this final, overarching goal for preparing CCCS students for their next step.

   II. CCCS Key Commitments:
   Small classes will be maintained (average 17:1);
   Students will have an assigned mentor who will implement the CCCS mentoring program;
   Student progress will be tracked, as appropriate to each student's needs, challenges and goals, by assessing credit completion, rate/timeliness of credit completion, attendance, behavior, scheduling, etc.
   Higher-level thinking, problem-solving and life applications will be incorporated into curriculum planning and instruction using strategies such as Paideia Seminar;
   Community service, service learning, work experience and/or experiential learning will be offered to students at CCCS;
   Teen parenting support will be provided through social work, parenting curriculum and community resources.

   III. Key Commitments for Staff:
   CCCS will schedule training and in-service days for staff;
   Staff development will include training in strategies focused on areas such as higher-level thinking, problem-solving, life applications, and trauma-informed strategies

Proposed Change

Cesar Chavez Community School is writing this in response to our Mediation meeting held on November 7, 2022 for the purpose of resolving a Contract Dispute between CCCS and the Public Education Commission. We have responded here to all requested information within two weeks in order to share this with Corina Chavez, NMPED, by November 21, 2022 for her input and support before submitting a final copy to the PEC on Dec. 2, 2022. Our intention in writing this is to further clarify the importance of maintaining the instructional flexibility in our Charter Contract that has been an essential part of CCCS's historical success in innovating to meet the needs of our community.

Please note that nothing in the existing Charter Contract's current Section 6. Comprehensive Education Plan will change; this amendment would only add additional information to clarify the spectrum of learning platforms, modalities, and environments that are utilized at CCCS.

The specific contractual language the school would add in the Comprehensive Educational Program section of the contract is as follows:

In Part II. CCCS Key Commitments, Add:

> CCCS utilizes a range of flexible and personalized learning programs, platforms, modalities, and environments including online and in-person supports and learning options.
>
> Direct instruction is offered online daily through synchronous, interactive direct instruction platforms, such as Zoom.
>
> CCCS students work with CCCS staff to create an individualized scheduling plan to best meet students' needs.
>
> Students have options to learn online from home as well as selected in-person supports and learning opportunities that are creative and personalized.
>
> Online and in-person supports and learning can include and are not limited to: registration, technology support, testing, tutoring, support labs, study hall, Mentoring, wrap-around services such as Social Work and Counseling, project-based and experiential learning, community service learning, Work Experience, Edgenuity, CTE and elective courses

In Part III. Key Commitments

> "Staff development will include training in strategies focused on areas such as higher-level thinking, problem-solving, life applications, trauma-informed strategies", **and virtual learning.**

See attached Curriculum Samples (9) for grades 9-12, for ELA and Math, and an 11th grade sample for Science.

See attached Board Minutes

Narrative

I. Describe the rationale for the change in the Educational Program

Our intention in writing this narrative is to clarify and add the context and information necessary to understand why CCCS has chosen to continue growing its unique online blended model. And to further demonstrate the range of instructional flexibility that CCCS has historically provided to meet the needs of its community.

CCCS School Mission: *CCCS offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.*

As per the proposed amendment, Cesar Chavez Community School will better fulfill it's Mission by offering classes online. When appropriate, CCCS will also offer on-campus classes. School supports will be offered online with the flexibility of also offering on-campus supports.

History of CCCS

CCCS was chartered in 2004 to provide an alternative to traditional school models for students who were juggling school with life responsibilities such as work and parenting and were needing additional support for personal and/or health issues. The school created a model providing flexibility, non-traditional hours, self-paced curricula, and increased individualized supports.

Cesar Chavez Community School has always embraced a culture of "grass roots" innovation, gathering input from parents, students, staff, and community, and collaboratively developing responses that are informed by research-based practices. Using this method to meet our students' most pressing needs, CCCS became a leader in innovation and best practices for "at-risk" or "at-promise" students in New Mexico.

CCCS has enjoyed almost two decades of positive and collaborative relationships with both the PED and the PEC. At our last 2014 renewal, the Chair of the Public Education Commission, Patricia Gipson enthusiastically remarked: "Cesar Chavez Community School is a shining example of why charter schools exist." Several of the strategies CCCS developed over the past two decades are now recommended state-wide as "best practice" for "at-risk" students, including:

- Assigning staff Mentors to every student, with mentor training and robust systems for building flexibility and individualized supports as well as relationship building, trust, and safety as core components of school culture.
- Small class sizes (maximum of 17)
- Building self-paced, accelerated, and credit recovery learning options
- Structure that utilizes "Incomplete" grades rather than "F" grades thereby giving students as many chances, as well as time, needed to master learning and meet requirements.
- Providing daily one-on-one tutoring directly through the school and trained staff.
- Offering summer courses for FREE to all students as an extended learning time

- Hiring ample Social Workers/Counselors to support students and families with reconnecting to school and problem-solving a wide range of barriers
- Hiring Academic Advisor/Guidance Counselor **to meet one-on-one with all graduates** to support graduation transitions including completing College and Financial Aid Forms, and to help connect to high school, college, and careers. (Nationwide average is 450 students to one counselor ratio. CCCS provides ~60-75 students to one counselor ratio).
- Hiring and training an Attendance Coach to work with students and families on support-based attendance interventions (Attendance being most often the biggest learning barrier for at-risk students who are dealing with many instabilities and challenges outside of school)
- Providing increased Professional Development days to support and train staff in Academic strategies as well as SEL topics such as Trauma-informed approaches and Culturally and Linguistically Relevant communications and learning.

It is worth noting that these "grass roots" strategies are also aligned with all of the **4 Most Recommended Interventions and Services** that have proven most effective in preventing High School Dropout and re-engaging students, according to multiple quality research findings (from: What Works Clearinghouse; the *Preventing Dropout in Secondary Schools* practice guide at: https://ies.ed.gov/ncee/wwc/PracticeGuide/24).

History of CCCS Curriculum

Cesar Chavez Community School curriculum has evolved over the past 19 years. From 2004 until 2014, CCCS utilized a **self-paced "packet' curriculum** for **every** subject, and supplemented packet courses with online course options through PLATO and then Edgenuity. Students could work on packets independently at any time and could also get individualized coaching from teachers during class times. The strength of this approach, as reported by students, staff and parents, was that it was very flexible and independent. We know that students are motivated by taking ownership of their own learning. We have also found that students are excited about going deeper with their learning and developing their ability to interact and apply different aspects of learning to their lives.

Thus, through models of on-going reflection and constant improvement, CCCS addressed what we saw as the need for more critical thinking and interactive direct instruction. In 2015, we began to shift away from packets toward more direct and student-centered instruction.

In CCCS's 2018 renewal process, the school noted that many "alternative" and "re-engagement" high schools like ours had already been moving toward online learning because it is flexible and self-paced (which is essential for "at-risk" students). Unfortunately, most of these programs relied on "canned curricula." Since then, it has been exciting to see how the online technology options have expanded so that we are now able to provide the increased flexibility of online classes along with relevant, student-centered, and interactive direct instruction through platforms like Zoom. Our Highly Qualified Teachers are able to create relevant and rigorous lessons that incorporate diverse strategies, student ideas, and real-world connections in core subject areas.

CCCS Transition

When the Pandemic hit in 2020 and all schools were forced into a "remote learning" model for which most schools were unprepared, CCCS sprang into action. We bought Chromebooks and disbursed them to every student. We worked with students to sign up for free internet through T-Mobile's Project 10 Million and Internet Essentials. We increased our Mentoring program to include weekly phone/Zoom conversations and advisory time as well as continuing our monitoring systems which we moved from paper to digital files. We increased our daily tutoring time. We further decreased our class sizes (scheduling a maximum of 15 students per class). We also began restructuring our school procedures and infrastructure to accommodate the new online realities.

Further, CCCS leapt into an intensive schedule of Professional Development for Teachers and staff to learn new technology tools including Zoom, Google Classroom, Google Suite, Nearpod, Flipgrid, and much more. We increased focus and training on building student engagement online, Social Emotional Learning and Relationship Building in online and remote environments.

We have seen that all subgroups of our students are able to thrive in an online environment where learning is independent yet supported with close contact and clear, synchronous structures, and where there is differentiation, scaffolding, learning supports, and creative, teacher-created curriculum. (see also Short Cycle Assessment and Mission Specific Goal data)

Also, as a deliberately small school, we have always been committed to keeping things as connected, stable, and safe as possible. We know this is especially important in difficult times which impact vulnerable and "at-risk" populations most of all.

In fall 2022, research teams studying recently released NAEP scores confirmed that online learning was not the driver of academic losses during the Pandemic. Academic losses actually appear to be linked to a variety of other in-school and out-of-school factors that varied from school to school in both online and on-campus settings.

New Mexico's own Secretary of Education Kurt Steinhaus echoed this finding in his public presentation analysis on NAEP 2022 results, writing on pg. 14: "Regardless of remote learning or learning at school; no clear evidence that remote or in-person had a clear effect on 2022 NAEP results."

CCCS staff continue to work hard to evolve, as society also evolves, and creatively meet the changing needs of our community. CCCS continuously gathers student, staff and parent input through multiple surveys, as well as small group and one-on-one meetings (see also Section VI.). As a staff we formally share experiences, challenges, and successes. All of this input shapes our current (and evolving) programs.

What CCCS Learned from the Pandemic

- Over time and with direct online instruction, students became increasingly fluent with 21st Century skills thereby increasing their confidence, choices, and performance.
- Increasing weekly mentoring time provides more opportunities to help students reconnect to school and work through barriers more quickly.

- CCCS learned that online options are often the best choice for students who are working, parenting, and/or dealing with complex circumstances such as anxiety, responsibilities at home, or other health issues. (Note: More CCCS students have reported needing to work full-time since the pandemic. Also, approximately 10-12% of CCCS students are parenting.)
- The majority of our students report (through student surveys) learning as much and more, *and* reported engaging as much and more, online than in previous on-campus years.
  - 2020 surveys: 62% reported learning, and engaging, as much and more
  - 2021 surveys: 81% reported learning, and engaging, as much and more
  - 2022 surveys: 86% reported learning, and engaging, as much and more
- CCCS has seen some of the same challenges in on-campus and online learning; students who are dealing with complex barriers to learning continue to need **on-going** one-on-one interventions and supports. CCCS continues to provide ample supports in its online blended model. (see also Meeting Mission with Intensive Supports in Section III.)
- Teachers report that it is powerful to be able to monitor all students as they are working in Google Classroom assignments and to be able to easily see all students at a glance, give real-time feedback, and have conversations with students as they work.
- Teachers report a "democratizing" effect of Zoom putting all students "in the front row," so to speak. We began to see how technology tools give students choices in how to communicate in a way that feels safe to them, and students and teachers reported finding new and engaging ways of communicating.
- We have learned that our new, unique online learning structures are actually a better way to meet our School Mission by combining the support and individualized connections of direct instruction with the flexibility and support of new technologies such as Zoom.

Why CCCS is advocating for online blended learning for our community:

A. <u>This model is Improving on the Essence of the School's Program (see also Section III detailing how this amendment is aligned to every aspect of our Mission)</u>

- Online Direct Instruction provides the ability to implement increased flexibility, increased personalization and support, increased learning and engagement, and 21st Century skill building essential for 21st Century careers and choices. (see details in Section III)

- CCCS is able to expand and improve without losing or canceling any elements of its current Comprehensive Educational Plan.

- According to our Fall 2022 Surveys**, the top four reasons why the majority of students are choosing to attend CCCS are:**
  - ❖ **Being able to learn online from home**
  - ❖ **Getting more help from teachers**
  - ❖ **Enjoying flexible scheduling that accommodates their other responsibilities**
  - ❖ **Feeling less anxious when attending online from home**

B. <u>This model is Improving Academic Outcomes (See also Section IV Improving Academic Achievement)</u>

- By continuing to track data and community input, CCCShas come to see that online learning is resulting in higher engagement and higher learning for our students overall, including all subgroups. This is reported in student surveys and staff feedback, and also seen in Short Cycle Assessment data (see also Section IV below)

C. <u>CCCS has the Capacity to meet this community need</u>

Strong Organizational Capacity

- CCCS has already been successfully implementing this program for several years, and was building in this direction prior to the pandemic.

CCCS has a strong history of excellence with a long history of meeting and exceeding requirements and compliance. This is exemplified in our strong and stable Governance Council Leadership as well as our strong record of Fiscal Management and Responsibility:

- CCCS operates with a balanced budget, with a healthy cash carryover.
- CCCS has been rewarded with a decrease in required GC fiscal training hours for high quality fiscal management every year for the past 5 years.
- GC Members have completed all required training hours every year.
- CCCS had **<u>ZERO Audit findings</u>** for FY2021
  CCCS had **<u>ZERO Audit findings</u>** for FY2020
  CCCS had **<u>One Audit finding</u>** for FY2019

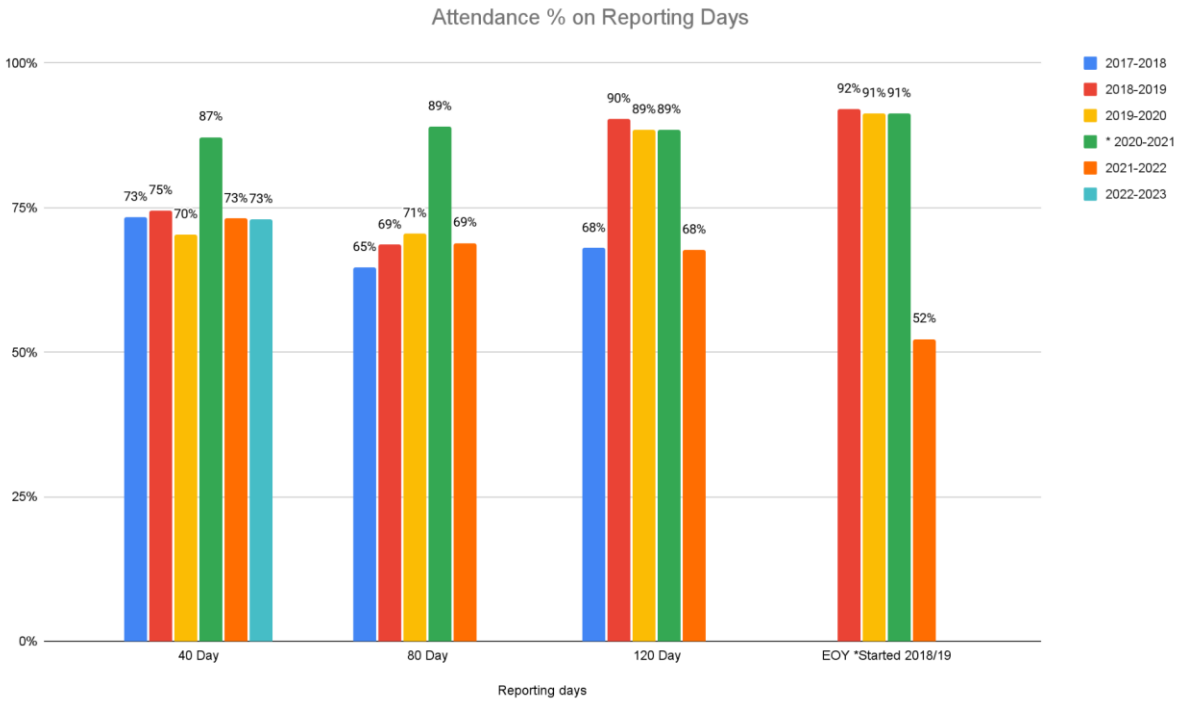
Further demonstrating CCCS's successes, PED approved our Lease Purchase Arrangement this year. The school has now cut monthly lease payments in half by entering into the approved LPA with The Cesar Chavez Community School Education Foundation. In addition to the important cost reduction, the school is excited to work together with our community to plan for expanding future uses of our campus including current ideas and brainstorming around possible CTE classrooms, GED classes etc.

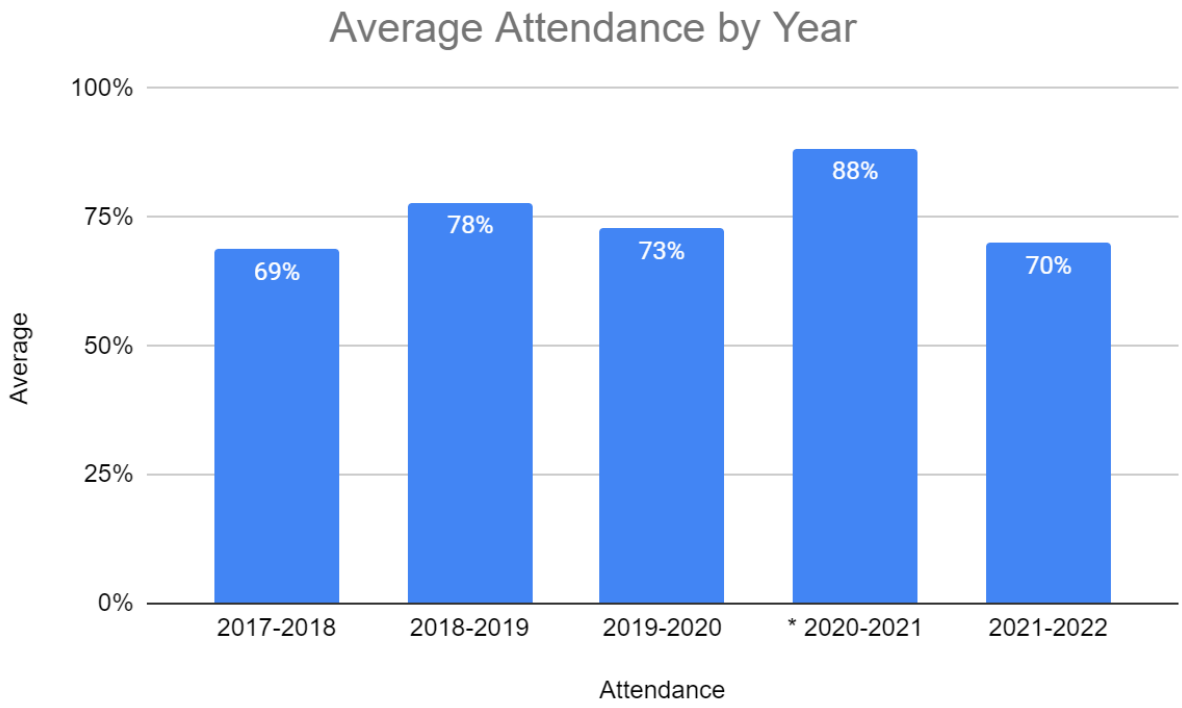
CSD Annual Reports Reflect Strong Capacity

CCCS continues to have positive annual reports where we are meeting compliance, and all feedback is promptly addressed.

At our April 2022 site visit, both our site visitors who visited our Zoom classrooms commented enthusiastically that "There's strong teaching happening" and "Students are engaged."
(Please note: Our 2021-22 Annual Report was received from Corina Chavez on September 12, 2022 with substantial errors or incomplete data. Corrections to those errors, along with supporting data, were emailed to Corina Chavez on 9-27-22; the school has not yet [as of 11-30-22] received a response. Overall Rating should be "Meets Standard")

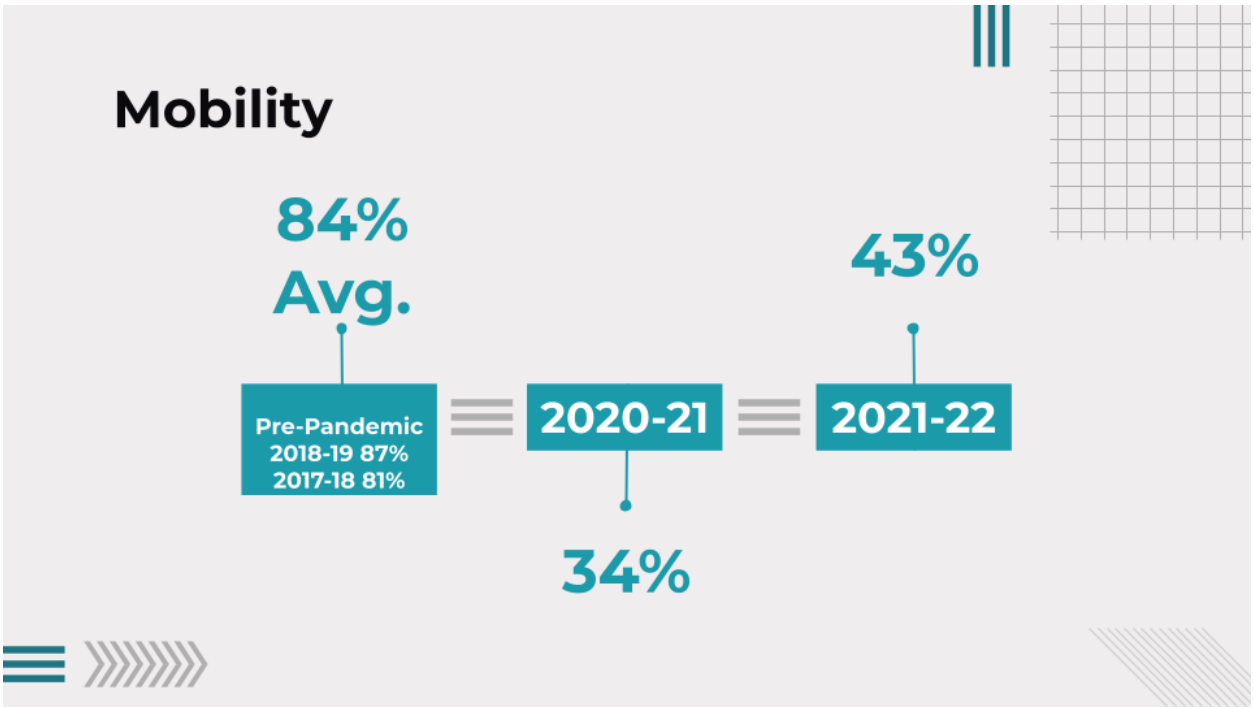
CCCS works hard to partner with families to expand students' educational time and educational experience. CCCS has been held up as exemplary in CSD site visit feedback for our many layers of on-going and intensive attendance interventions. **Attendance averages** have remained comparable to schools with similar populations and needs nationwide.





*Averaging 40 day, 80 day and 120 day (not end of year)

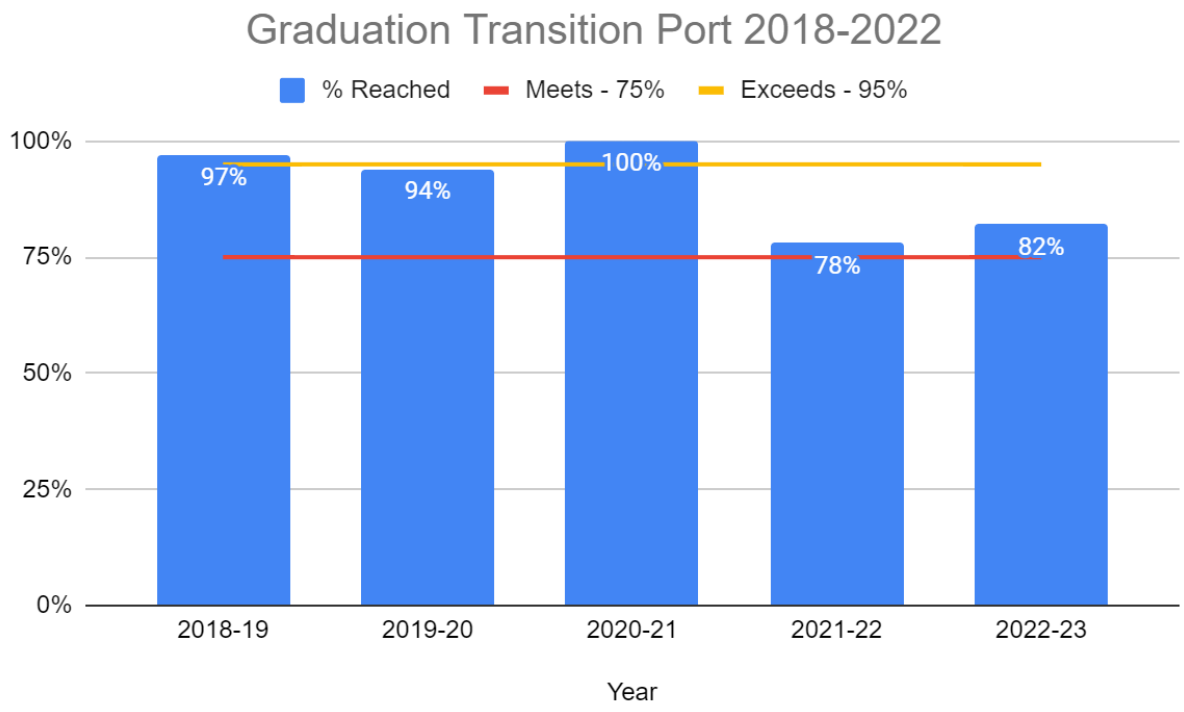
"At-risk" students deal with life-situations that cause increased **Mobility**. CCCS has been increasing layers of interventions aimed at helping to accommodate the needs of highly mobile students.

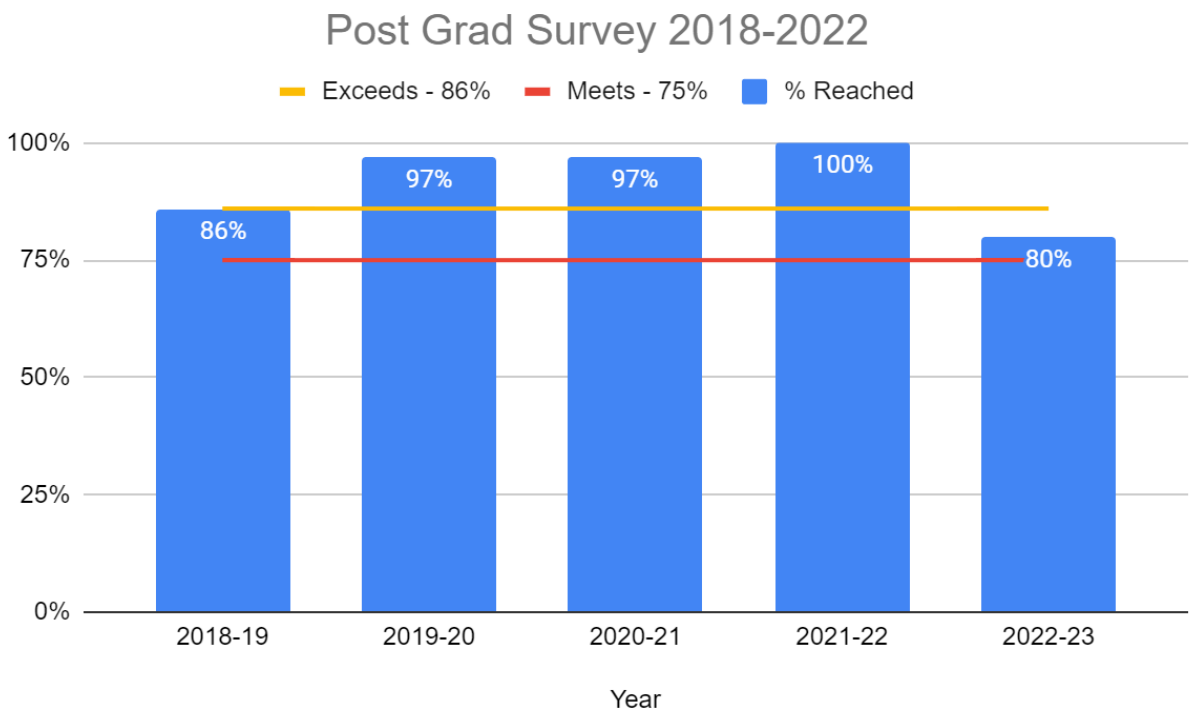


Cesar Chavez Community School students have a history of high mobility with factors beyond students' control such as housing changes, job changes, and personal family problems impacting stability. The decreased mobility since CCCS began online instruction reflects the increased flexibility of online classes. Online classes have reduced the need for students to dis-enroll every time their life situation changes. This shows in the 2021-22 retention rate to the end of school year being 76%.

CCCS, during the Pandemic, also shifted to a broader absentee intervention model that works with very low attendance students who agree to continue to work through their barriers. We continue to see students with highly mobile lives and to work with students to support and accommodate their needs. CCCS is aware that mobility is a complicated and extensive issue that greatly impacts schools and students. Providing Online classes increases CCCS's ability to meet its mission by providing more flexible options for students to stay enrolled despite instabilities outside of school.

Cesar Chavez Community School is proud that we have been able to continue meeting our **Mission Specific Goals** each year throughout challenging times, using our online blended model. Graduation Transition Portfolios connect students, in very concrete ways, to next steps. Student post graduate surveys track the progress and success of CCCS graduates. Our Mission specific goals reflect our on-going commitment to the essence of our school and Mission, particularly to: *prepare our graduates for their next steps, including education, training, work, family, and participation in the community.*





Strong Infrastructure Capacity
CCCS has already built infrastructure and provided the necessary technology, staffing, and tools for our online blended model. In addition, CCCS has **already implemented 346 hours of training** to support our online programs.

The school has worked to mitigate initial challenges with internet connectivity and affordability by collaborating with community services such as T-Mobile Project 10 Million and Internet Essentials and training staff to provide support to families in signing up for free and affordable internet. The school has also budgeted funds to provide hot spots where needed. The school has also contracted with Nube Group for additional tech support and collaboration in identifying issues, supports, and resources.

Further, CCCS has successfully transferred our school records and systems into a robust Educational Management System, Google Workspace for Education. Google Workspace for Education is used by thousands of schools around the world and has strong ratings in safety, security and privacy.

Google Workplace for Education works seamlessly with CCCS's iboss and Zoom accounts and our PowerSchool Student Information System.

Google Workplace for Education has increased teachers ability to deliver creative assignments, communicate with students, track every activity, and monitor the completion of individual lessons, as well as mastery of skills and knowledge. The Google Workspace for

Education is free and includes applications like Gmail, Sheets, Documents, Presentations, Calendar, Sites, Drive, Classroom.

CCCS has streamlined our technology to be able to monitor, control access, and quickly make changes across our network using the centralized admin console. CCCS is able to monitor students' technology use using the iboss security platform and the Google Admin console. Edgenuity now offers a secure locked Browser for its platform. And Google Workplace also includes advanced security options such as putting Forms in "lock mode" which blocks responders from opening tabs or other applications while doing that assignment or quiz.

Our automated, cloud-based management streamlines processes and ensures all users stay up to date. Staff and students don't have to install any software on their computers or initiate or get interrupted by updates. Ample Cloud storage is both free and secure. The school can choose to download data and to limit people from downloading it.

In addition, Google Workspace and Classroom offers **24/7 support** and multiple layers of security to keep students and data safe. CCCS also added a contract with Nube group to provide local IT Services and personalized CCCS **staff and student tech support** during daily business hours.

Transitioning to the Google Workspace package has significantly improved CCCS's efficiency and collaboration. Countless hours have been saved by having technology systems that make documents easily accessible from anywhere at any time and easily shared and collaboratively completed.

For students, classes are easily filtered, and any shared material is automatically saved to Google Drive. No materials or submitted assignments are lost by accident, and are always available in the cloud. Classroom allows students to see what's due, complete assignments, post messages, and more in classes set up by their teachers.

Google Classroom also offers "guardian" permissions to parents. These guardians can choose to receive updates about their student's work, including missed assignments. This feature helps parents and caregivers to know when they should follow up with students who aren't meeting goals or completing work. Teachers can also send group bulletins to all guardians and share reporting (like a missed assignment).

Students and staff are enjoying the many features in the Google Workspace including easy integration with a wide array of diverse tools, and the ability to work simultaneously, editing and drafting, on the same document. Teachers are enjoying the online platform's various options for getting students engaged in discussion and questions.

Students benefit from Google's accessibility tools as well, including: speech-to-text, magnifiers, select-to-speak, highlighting, translation, dictionary and thesaurus, and more. Features such as visual aids, closed captioning, and real-time collaboration in Google Workspace help overcome barriers to learning for all students.

Our improved program and structure supports an unprecedented level of time-on-task while benefiting from strong communication, collaboration, and creative teaching tools.

Cesar Chavez Community School, because of our 19 years of experience specializing in meeting the needs of some of the state's most "at-risk" or "at-promise" students, is perfectly placed to continue developing our unique online blended program to serve these students and the community. It is the logical next step toward best fulfilling our Mission.

D. <u>The last reason why CCCS is advocating for online blended learning for our community is that we have a responsibility to "actively pursue the utilization of charter schools to satisfy identified education needs and promote a diversity of educational choices" (as required by charter statute 22-8B-5.3 section B.) and to promote equity.</u>

CCCS realizes there are many "at-risk" or "at-promise" students who want or need the flexibility that online learning offers but have not previously had good options.

Traditional Online Barriers for "at-risk" students include:

- Requiring students to provide their own computers,
- Requiring fees for online programs,
- Systems that are almost solely independent and asynchronous learning, or "canned curricula,"
- Programs that lack differentiation
- Programs that lack personalized relationships between staff and students,
- Staffing that lacks wrap-around support services such as counseling, social work and attendance coaches,
- Curricula that lacks daily direct instruction,
- Curricula that lacks relevant student-centered learning connections,
- Curricula that lacks scaffolded learning supports.

This is an equity issue. All students deserve to have the choice to learn online from home, if that is what best fits their needs and circumstances. "At-risk" students need online direct instruction programs with ample supports in place to meet their needs.

II. Describe the proposed changes to the Educational Program, including the following:

Curriculum (see also attached Curriculum samples)

Teachers have adapted our Common-Core aligned, teacher-created curricula to online Zoom (or similar platform) activities and tools such as Class Discussion, Nearpod, Jamboard, Flipgrid and Google Slides, Forms, and hyperlink documents. We continue to build from and integrate a broad selection of high-quality resources such as Desmos, Three-Act Math, Language Live, EngageNY and the National Science Teaching Association.

Methods of Instruction

CCCS methods of direct instruction, through the Zoom (or similar) platform, continue to include whole group, small group, and one-on-one instruction, collaboration, guided inquiry, and direct instruction, with a focus on higher-level thinking, creativity, discussion, problem-solving, and culturally and linguistically relevant applications.

Formative and Summative Assessments

The school continues to use our full array of assessments to evaluate and inform instruction including teacher developed formative assessments, curriculum-based rubrics and assessments, school-wide interim assessments, and summative assessments. CCCS teachers and Mentors closely monitor assessment results and growth throughout the school year, and year to year.

CCCS utilizes Renaissance STAR Math, Read 180 and Houghton Mifflin Reading Inventory, Language Live, Accuplacer, ACT Work Keys, Classroom assessments, ACCESS, SAT and PSAT (optional), and NM-ASR.

On-Going Research in Online Learning

The popularity of online schools has been increasing for the past 15 years. What started out as primarily options for highly-capable and home-schooled students has proven to have appeal and potential, also, as a powerful tool for "at-risk" students.

Research also supports the option of online learning. In fall 2022, research teams studying recently released NAEP scores confirmed that online learning was not the driver of academic losses during the Pandemic. Academic losses actually appear to be linked to a variety of **other** in-school and out-of-school factors that varied from school to school in both online and on-campus settings.

New Mexico's own Secretary of Education Kurt Steinhaus echoed this finding in his public presentation analysis on NAEP 2022 results, writing on pg. 14: "Regardless of remote learning or learning at school; no clear evidence that remote or in-person had a clear effect on 2022 NAEP results."

Online is a powerful tool for dropout recovery. The report "Ending the silent epidemic: A Blueprint To Address America's High School Dropout Crisis,"6 sponsored by several organizations including the Gates Foundation reported that "Every 29 seconds another student gives up on school, resulting in more than one million American high school students who drop out every year." Students need more options.

Successfully utilizing online learning for "at-risk" students has been evolving and spreading throughout the United States for almost twenty years. Going as far back as 2004, the successful Bridge Program in the Salem-Kezier School District in Oregon successfully utilized an online program, with specialized supports, to re-enroll drop out students and support them to graduate (Source: "Using Online Learning for At-Risk Students and Credit Recovery. Promising Practices in Online Learning," Watson, John; Gemin, Butch; *North American Council for Online Learning)*

Online tools and best practices have evolved substantially since 2004, providing even more potential for success with new technologies now. Currently across the United States, new programs like The EDGE program in Oregon are utilizing remote Zoom instruction to serve diverse 21st Century student needs.

The Pew Research Center's May 3, 2017 article, "**The Future of Jobs and Jobs Training,"** writes:

> *Our traditional educational systems are burdened by 'legacy' bureaucratic practices that don't contribute to mastery of learning and distract from great teaching and learning. . . K-12 teachers are constantly pulled from class time with students for professional development or during class are required to take attendance, [complete] grade assessments, fill out grade checks, practice fire drills – all degrading quality teaching time. If online systems just removed these barriers they would be a great benefit, but there is so much more these systems can*

offer. Many of the new skills necessary for jobs of the future require digital skills to be successful.

While the online learning movement is still relatively young and still gathering diverse data, early data points are coming in from sources far and wide indicating popularity, benefits, and untapped potential to meet the needs of our quickly-evolving world:

· **70% of students agree that online classes are better** than traditional classroom settings *(Source: University of the Potomac)*

· Since 2020, 90% of Universities moved classes online. This education revolution was already starting well before the pandemic due to technology changes and student behavior, but the pandemic accelerated this change, and it's here to stay.

· By 2020, **98% of US corporations have incorporated online learning** into their organization *(Source: Small Business Trends)*

· Distance learning uses **90% less energy and 85% fewer CO2 emissions** per student compared to campus-based learning *(Source: The Open University in Britain)*

· Elearning **improves employee performance by 15-25%** *(Source: American Heart Association)*

· During 2019-20, 40 states had virtual or blended learning schools. There were 477 full-time virtual K-12 public schools that enrolled 332,379 students, and 306 blended schools that enrolled 152,530 students. *(Source: NEPC Resources)*

· learning can **help students retain between 25% and 60%** more information *(Source: Research Institute of America/ SH!FT)*

· IBM found that employees learned between 3-5 times more when training compared to using physical manuals, books, and classroom education. (Source: "How IBM transformed virtual learning by starting with learning outcomes – and delivered beyond the possible," 2020 IBM Corporation, Deb Bubb, Paula Cushing, Connie Cassarino)

· Of over 700 college undergraduates surveyed in 2021, almost half wanted to keep the option for online learning, even after in-person classes resumed. Only 39% said they missed attending classes in person. (source: bestcolleges.com)

· 95% of online college graduates would recommend online learning. (Source: 2022 Online Education Trends report, https://www.bestcolleges.com/research/online-learning-statistics/)

· 70% of online college students said online education was better than or equal to in-person learning (Source: 2022 Online Education Trends report, https://www.bestcolleges.com/research/online-learning-statistics/)

· 60% of remote college learners said they would likely enroll in online classes again (Source: 2022 Online Education Trends report, https://www.bestcolleges.com/research/online-learning-statistics/)

Cesar Chavez Community School knows that a too-often overlooked component necessary for "at-risk" students to be successful, in brick and mortar or online, is: Care. Karis K. Barnett's research in "The At-Risk Student's Journey with Online Course Credit: Looking at Perceptions of Care" (Journal of Online Learning Research, 2016) identifies Care as a key component of success for "at-risk" students. Barnett's findings indicate that "Students felt understood and cared-for when they perceived that teachers jointly experienced the learning process with them by working together with the student towards a specific project."

Barnett references repeat findings showing that effective programs for at-risk students share certain commonalities: "These include out of classroom learning, low student-teacher ratio, small and individualized instruction, and counseling opportunities." Barnett concludes:

> *Additionally, at the core of care, is the willingness to offer support and help for all students by providing caring alternatives in education. The current research shows that students who are at-risk care about school. Understandably, there are challenges of defining needs within a student population. However, educators should consider program choices in online learning that reflect a caring environment for students. Furthermore, if educators focus on creating a school community that validates students and their life problems, then the act of caring will empower students to learn and feel a sense of belonging as they move toward graduation.*

III. Explain how the proposed changes align to the mission documented in the charter.

CCCS School Mission: *CCCS offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.*

Online Direct Instruction provides the ability to implement increased flexibility, increased personalization, increased learning and engagement, and 21st century skill building essential for 21st century careers and choices. This can be easily seen in the data presented here. As mentioned, CCCS looks at 360 degrees of data, including emerging research, in determining how to continue to best meet our Mission and key commitments:

Meeting Mission by Reconnecting Students – The preliminary steps in reconnecting a student to CCCS involves creating a program that offers the support and flexibility that each student needs. In addition, the school reaches out, throughout the school year, to enroll withdrawn or disengaged students, and welcomes and invites students who are "failing" in traditional schools.

Once a student comes to the school to register, the process of connecting and supporting begins immediately. CCCS provides one-on-one support with the registration process and begins conversations with families about the student's academic history and needs. An individualized scheduling plan is made collaboratively and a mentor is immediately assigned. Students then attend a New Student Orientation with school staff. Technology is used to create a safe space where students connect with other students and staff.

As students face on-going challenges, CCCS works to get to know each student and build trust so that students and staff can work together to address root problems. Relationships, trust, and meeting the need for safety, security, and survival are the foundation pieces for students to reconnect to high school. Key elements of this process include small class sizes, small school population, wrap-around supports, and a strong Mentoring program. Intensive training is essential for all staff to understand the complexities of trauma-informed communication and teaching.

Meeting Mission with Intensive Supports – CCCS has increased its intensive supports over the past 3 years by hiring an additional Social Worker and Educational Assistant position and increasing Mentoring time. The school has focused on staff training to meet current student needs by offering stipends for additional professional development time (beyond the required 128 hours required per year).

Further, Cesar Chavez Community School's intensive supports are developed specifically to meet the needs of "at-risk" students including students in low socio-economic groups, students with

disabilities, English Learners, Native American and Hispanic students and other groups that have been underserved and suffered from oppressive structures built into traditional education.

CCCS has increased supports, with supports offered online, and selected supports offered on-campus. Supports include and are not limited to: Daily Direct Instruction including Culturally Relevant Teaching Strategies, Differentiation and scaffolding strategies, On-going Social Work and Counseling Services, Academic Advising and Next Step Planning, Attendance Coaching, Daily Intensive one-on-one and small group Tutoring, Small Class Sizes, Technology Support, Trauma-Informed Staff, Independent Projects and Experiential Learning Options, Mentoring Program, Communication Outreach and Relationship Building.

Cesar Chavez Community School also supports students through home-school connections, communication, and relationship building. Our Mentoring program allows students, parents, and staff to work together in a stable partnership each week and from year to year, with siblings sharing the same mentor and mentors continuing with the same families year to year. In addition, Spanish speaking families are generally matched with Spanish speaking Mentors. Further, all parents are invited to Monthly parent advisory meetings, and our Spanish bilingual Parent Liaison reaches out regularly to parents and helps increase two-way communication between the school and families.

CCCS knows that relationship building is key to building trust for students to feel comfortable enough to reveal negative or unstable stressors happening outside of school. Our Mentoring program and Social Work and Counseling services work with students and community resources to create safe spaces. Any student experiencing homelessness is further contacted by our Social Work team for on-going support services. The school provides a hot spot to enable students to participate in their classes from wherever they are staying. The additional flexibility of online classes is important for students who are working through such complex challenges.

The school continues to prioritize:

- Wrap-around services and supports including Social Work, Counseling, Academic Advising, Mentoring, one-on-one and small group daily Tutoring, and Attendance Coaching
- Small class sizes with differentiation and scaffolding integrated into classes
- Relationship building and the quality of contact with staff and students has increased. Via Zoom, students are able to interact safely and the quality of discussion and communication has improved through diverse platforms such as jamboards, class projects, and independent study experiences
- 128+ annual hours of Targeted Professional Development addresses rigor and academic supports, engagement, high level thinking and questioning, technology tools, and equity, CLR, trauma-informed practices, partnership circles and communication

Meeting Misison with Next Steps – Mentors work with students one-on-one, during regularly scheduled weekly and quarterly Mentor meetings. Mentors work with students to complete Next Step Plans and revisit those plans regularly as a living document.

CCCS Mentors and Academic Advisor utilize the Career Interest Profiler and provide support with career exploration. The CCCS Financial Literacy classes and English 12 classes incorporate relevant real-world and career learning for Next Step planning.

The CCCS team includes a full-time Academic Advisory who meets one-on-one with every graduate (in-person or on Zoom) to provide support in the transition process. Students meet one-on-one with the Academic Advisor to complete dual enrollment, college enrollment, FAFSA, Accuplacer, and/or other career training and college applications.

Further, Cesar Chavez Community School is proud that we have been able to continue meeting our **Mission Specific Goals** each year throughout challenging times. Our Mission specific goals reflect our on-going commitment to the essence of our school and Mission. (See also our Mission Specific Goal data). Graduation Transition Portfolios connect students, in very concrete ways, to next steps. Student post graduate surveys track the resulting next steps of CCCS graduates in the year following their graduation.

Meeting Mission with Flexible, Personal, and Non-traditional hours – Flexibility is repeatedly found by researchers to be a key component necessary for dropout re-engagement. (See also "On-Going Research in Online Learning" under Section II). It has been known for decades that students who are juggling multiple life responsibilities or challenges do not thrive in overly rigid "seat time" learning models.

CCCS staff work with every student and parent to create an individualized scheduling plan that best meets that student's needs. Students can combine Zoom direct instruction classes with Edgenuity, project-based learning, guided independent study, tutoring labs, and experiential learning including service learning and work experience.

Repeated research also supports higher achievement for teenagers with later start times; research also supports the need for increased flexibility, particularly around scheduling and "seat time," to address dropout prevention. CCCS hours are from 10 am to 6 pm, Monday-Thursday, and 9:00 am-4:30 pm on Fridays.

Personalizing relationships and showing care for students is also proven to be essential to the success of "at-risk" students. (See also "On-Going Research in Online Learning" under Section II.) The Mentoring program as well as small class sizes, direct instruction, and additional wrap-around supports are key elements for success in both brick and mortar settings and online settings.

IV. Explain how the proposed changes improve student achievement in the target population served by the charter.

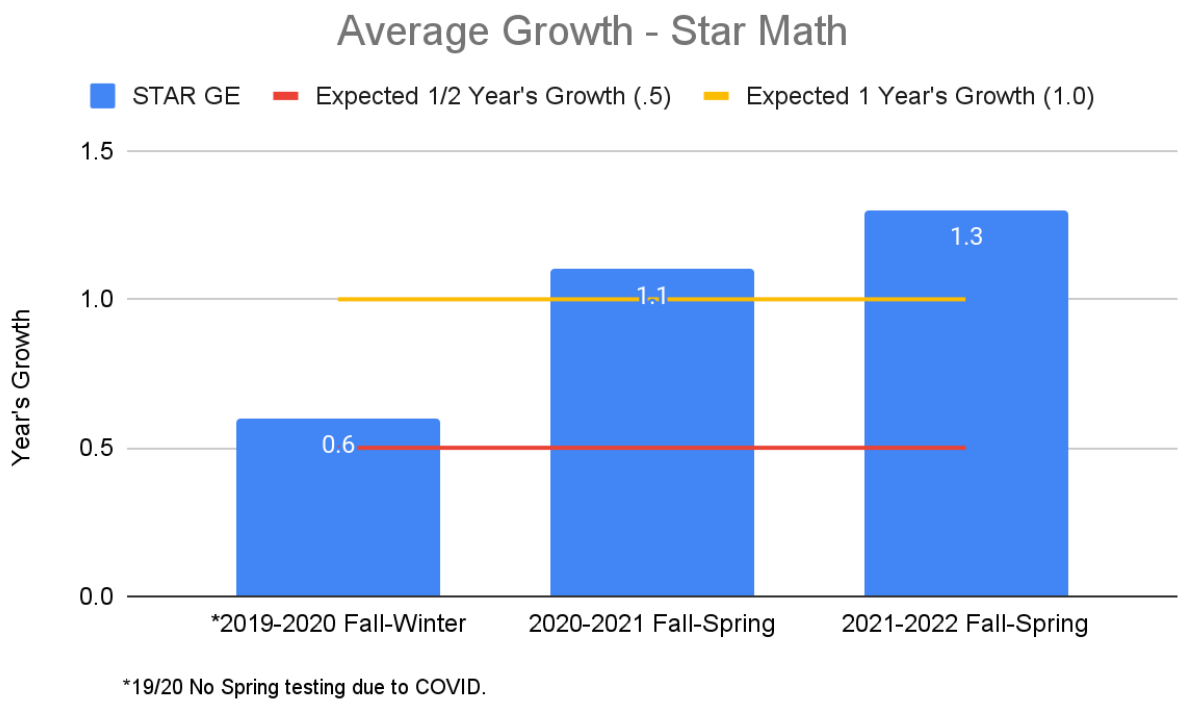
By tracking data and community input, CCCS has come to see that online learning is resulting in higher engagement and higher learning for our students overall. This has been reported in student surveys, staff feedback, and also Short Cycle Assessment data.

Students are able to use technologies to direct self-learning and self-awareness, as well as to connect with local and cultural knowledge, and to create bridges to successful post-secondary and community opportunities

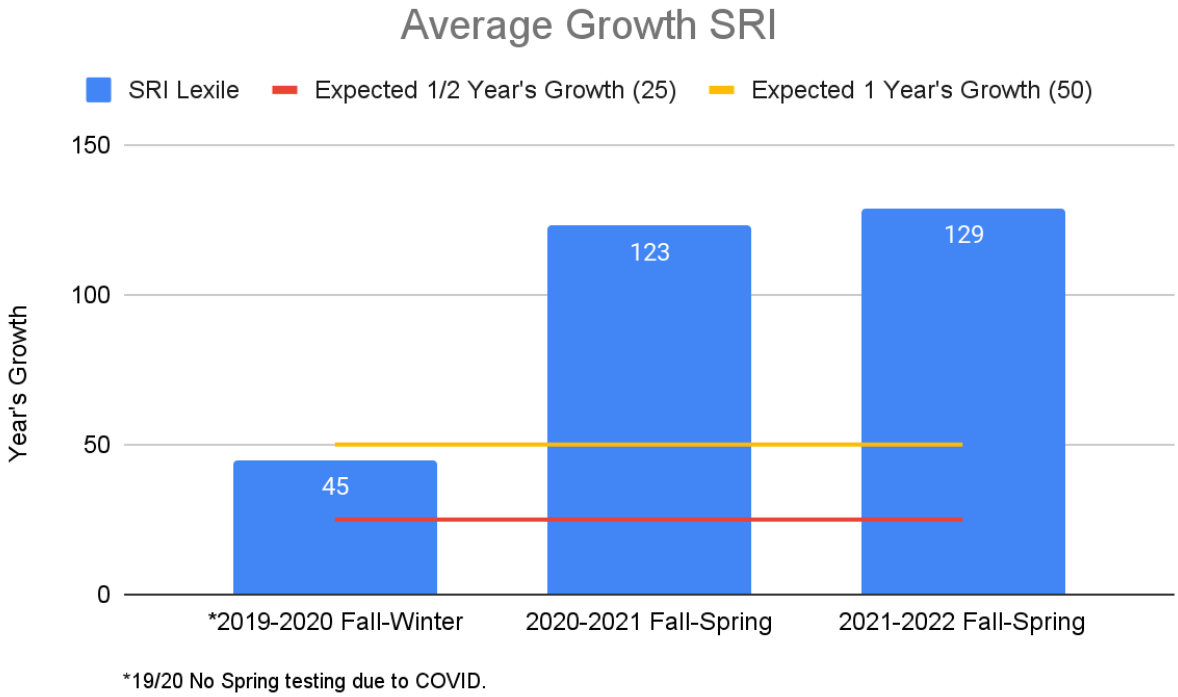
The vast majority of our students reported learning as much and more, *and* engaging as much and more, online than in previous on-campus years. (62% of students in the first year and 81% of students in the second year of the Pandemic, and 86% of students in third year, as per student surveys.)

Cesar Chavez Community School serves over-age, under-credit students for Graduation Recovery as part of our mission. This is reflected in student demographics; at the end of the 2021/22 year, over 53% of CCCS students were over age of 18 years old.

The following Short Cycle Data utilizes Renaissance STAR Math and Houghton Mifflin Read 180 Reading Inventory assessments.



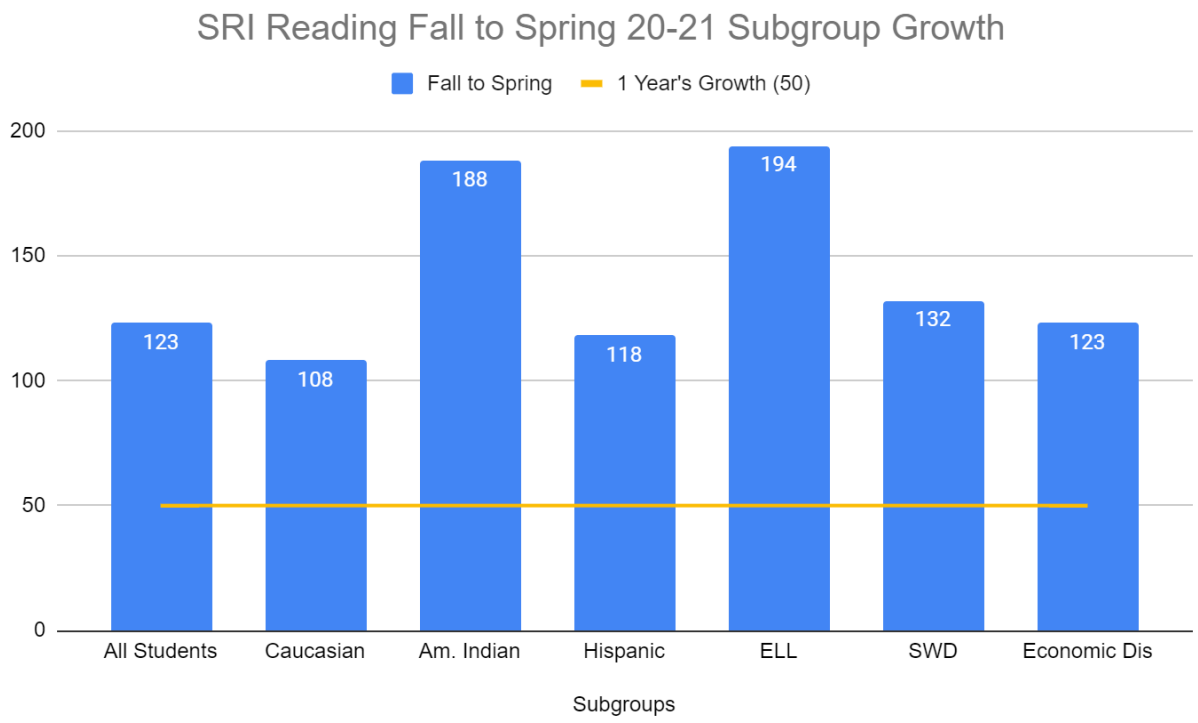
*19/20 No Spring testing due to COVID.

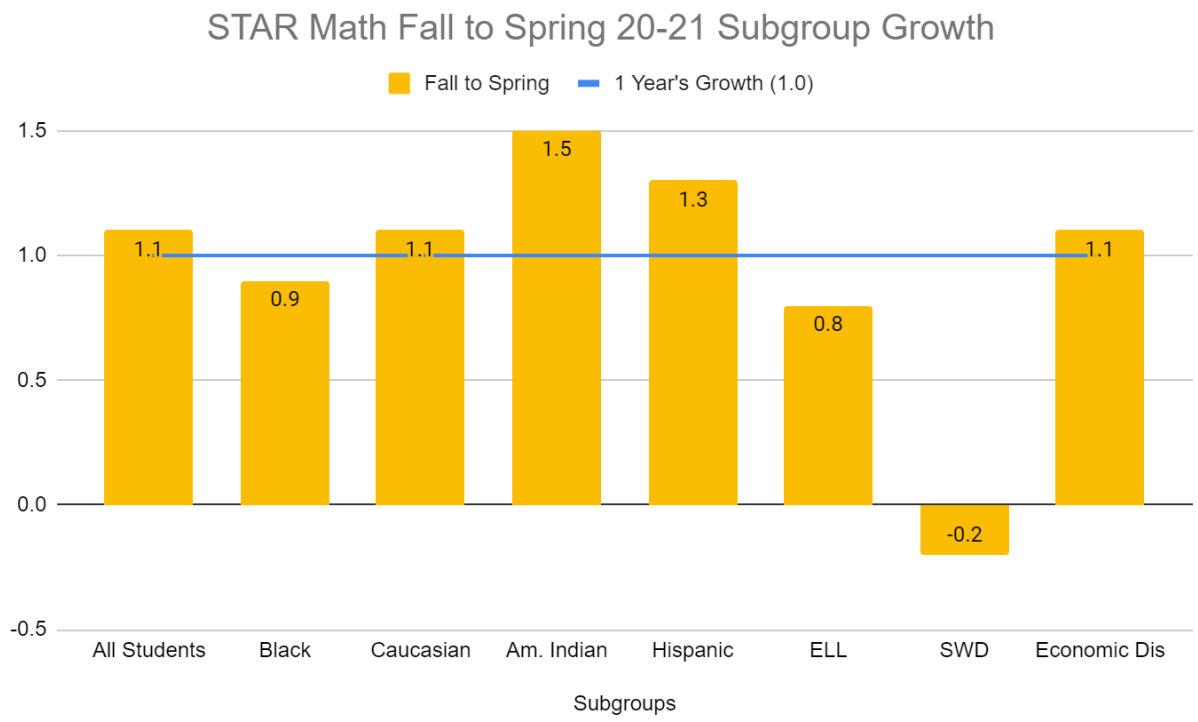


In reviewing disaggregated data, CCCS saw that all subgroups have been able to thrive in online learning. While some students with disabilities initially need additional support in learning new technology tools, the tools become powerful aids for students with disabilities, EL students, and all students, to be able to easily access annotation, graphic visualizations, auditory supports, and more.

Special Education ancillary services, accommodations, and modifications are met online with some in-person supports as per Individual Education Plans. Students with disabilities respond well to the self-paced aspects of our online classes and the individualized academic interventions and accommodations they receive in Zoom classes.

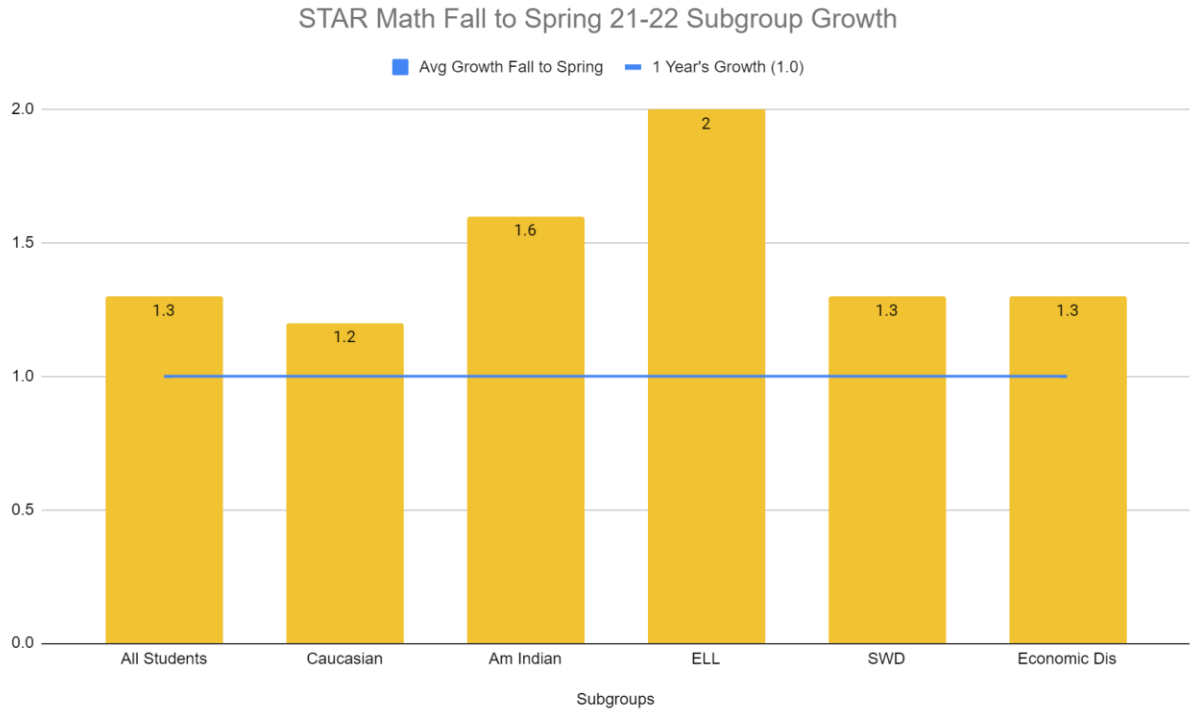
Students respond well to the self-paced aspects of our online classes as well as the individualized academic interventions and accommodations they receive in Zoom classes. Ancillary services, accommodations, and modifications are met as per Individual Education Plans. Students with disabilities, along with the other subgroups, are sharing that they really like the one-on-one instruction they receive from teachers online, that they like online better than in-person classes, that they can focus better online, and that they are learning more online.

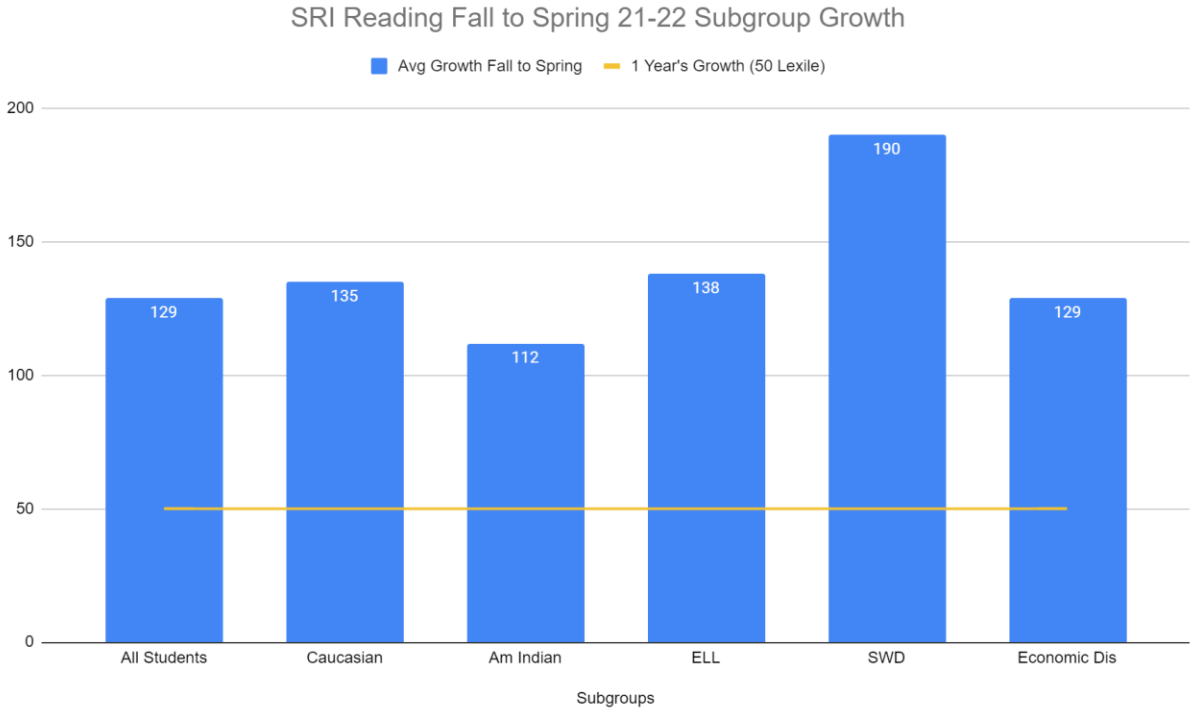




*Please note that all subgroups performed beyond expectations in both reading and math. The exception was for SWD's in Math growth during the first year of the Pandemic. And English Learners growth also fell below expectations in Math during that first challenging year. This was

noticed and interventions and changes were implemented, which made a huge difference the following year (see 2021-22 subgroup data).





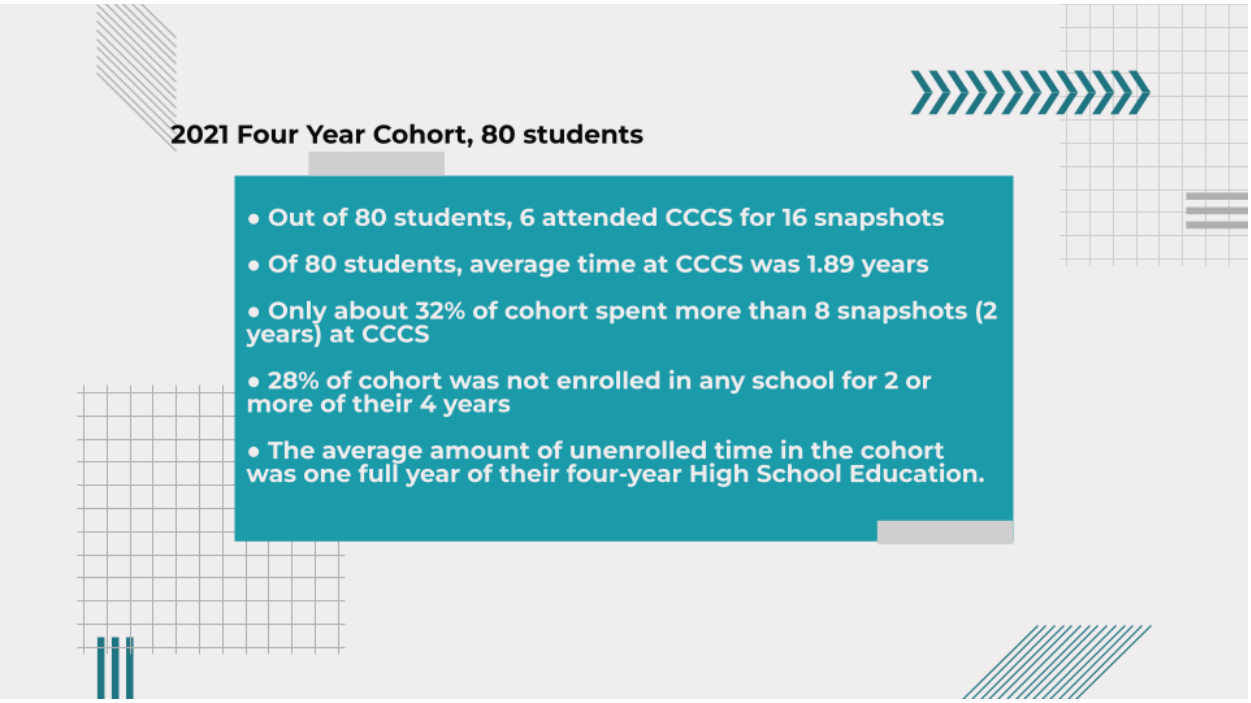
2022 State Testing

We do not, as yet, have any comparison data on the 2022 New Mexico state tests for 11th grade students. It is important to note that standardized test scores are not the most accurate or relevant way to measure the success of alternative or re-engagement high schools. It is important to be able to assess growth and not just snapshots of "proficiency."

Science NM-ASR,
CCCS 24% proficient; NM 33% prof

English SAT, timed test
CCCS 11% proficient; NM 33% prof;

Math SAT, timed test
CCCS 0% proficient; NM 16% prof;



2020 Four Year Cohort, 126 students

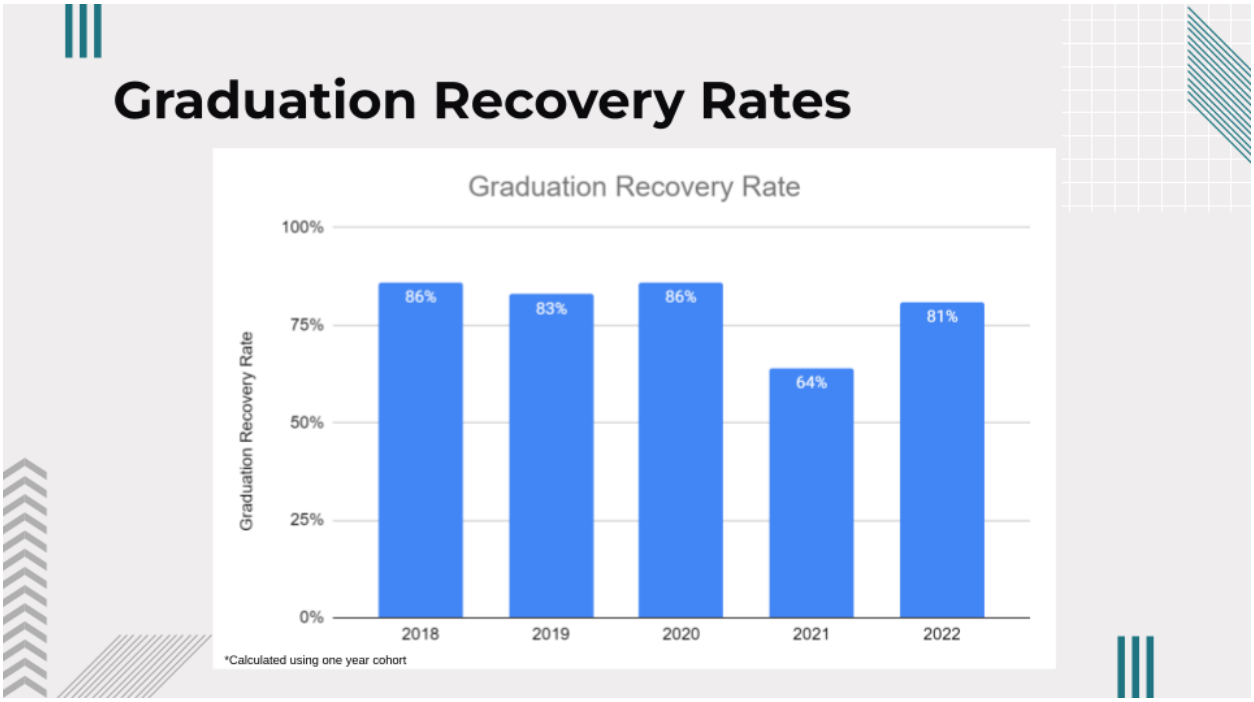
- Out of 126 students, 3 attended CCCS for 16 snapshots
- Of 126 students, average time at CCCS was 1.4 years
- Only about 21% of cohort spent more than 8 snapshots (2 years) at CCCS
- 26% of cohort was not enrolled in any school for 2 or more of their 4 years

Data for 10-21-22 Staff Mtg

- The average time not enrolled in any school was 1.1 years of their four-year High School Education.

2019 Four Year Cohort, 101 students

- Out of 101 students, 4 attended CCCS for 16 snapshots
- Of 101 students, average time at CCCS was 1.25 years
- Only about 20% of cohort spent more than 8 snapshots at CCCS
- 31% of cohort was not enrolled in any school for 2 or more of their 4 years
- Cohort's average amount of time not enrolled in any school is1.25 years out of 4



V. Discuss the transition plan for the changes

(Timeframes, Purchasing Necessary Resources, Hiring/Training staff, Evaluation and support to address challenges)

In March 2020, at the onset of the Pandemic, all schools were required to enter a "remote learning model" for which most schools were unprepared. Given that emergency situation, CCCS sprung into action.

CCCS has always built sincere heart connections with our community. Due to our pre-existing mentoring program and strong systems and cultures of communication with staff, students, and families, areas of need came to light very quickly. The school leadership and staff were able to continue working collaboratively with our community to expand our educational and administrative approaches. We increased our direct communication with students and families and worked to address needs.

In spring of 2020, CCCS also immediately bought Chromebooks and disbursed them to every student. We worked with students to sign up for free internet through T-Mobile's Project 10 Million and Internet Essentials. We increased our Mentoring program to include weekly phone/Zoom conversations and advisory time as well as continuing our monitoring systems which we moved from paper to digital files. We increased our daily tutoring time. We further decreased our class sizes (scheduling a maximum of 15 students per class with many classes smaller). We also began refining our school procedures and systems to accommodate the new online realities. In addition, we increased counselor and social work support for students and families.

Further, CCCS immediately leapt into an intensive schedule of **Professional Development** for Teachers and staff to learn new technology tools including Zoom, Google Classroom, Google Suite, Nearpod, Flipgrid, and much more. We implemented training on building student engagement online, Social Emotional Learning and Relationship Building in online and remote environments. CCCS continued providing annual trainings on special education topics for special education staff as well as special education strategies for all instructional staff. Thus far, CCCS has invested over **346 hours** of professional development targeted at meeting students' needs.

CCCS continued demonstrating, during this period, a continuing commitment to gathering and analyzing all data including: Short Cycle Assessments, classroom lessons and outcomes, STARS data, staff evaluations, and student, staff, and parent surveys. We also continued hosting regular one-on-one conversations and focus group discussions.

CCCS is constantly monitoring and evaluating success and challenges based on data and feedback. CCCS staff engages in root cause analysis, researching, and real-time feedback to innovate solutions and monitor results.

CCCS has utilized the circumstances and resulting process of the past few years. The school has been able to effectively implement the timeframes, necessary resources, hiring and training of staff, and processes of evaluation and support to address challenges and build strength for the road ahead. (See also Section C: Strong Infrastructure Capacity)

VI. Budget impact and managing expenses

Our budget thus far has not been substantively impacted by this shift as we continue to maintain previous levels of staff and utilize Highly Qualified Teachers in every area. The school also continues to prioritize staff such as Social Workers and Attendance Coach to support students and families with wrap-around services.

ESSER Funds have been budgeted to help with staffing needs such as extra Social Work Services and Educational Assistance needs magnified by the pandemic.

The school has budgeted Operational Carryover funds to provide stability and cover potential shortfalls from temporary fluctuations in enrollment caused by this period of on-going change and transition.

The expenses for providing necessary technology to every student continues to fit into our capital outlay budget.

As noted previously, the school has recently cut monthly lease payments in half by entering into a Lease Purchase Agreement with The Cesar Chavez Community School Education Foundation. In addition to the important cost reduction, the school is excited to work together with our

community to plan for expanding future uses of our campus including current ideas and brainstorming around possible CTE classrooms, GED classes etc.

Hiring: The school has remained fully staffed (22 full-time staff).

Professional Development/Training: The school has, thus far, invested over **346 hours** of staff training into this transition over the past 2.5 years.

Staff trainings involving online learning have focused on: curriculum adaptations, online teaching and learning tools, and building online engagement. All Trainings have addressed the context of online learning. Training focus areas include: various technology tools (such as Jamboard, Nearpod, Flipgrid, quizlet, hyperlink documents, the Google suite and more), Google Classroom certifications, SEL training, trauma-informed training, Literacy training, Special Education training, equity training, high level questioning, partnership circles and effective communication, Mentoring training, and more.

VI. Engagement with school community to evaluate and communicate about change

Throughout the past 3 years, CCCS has continued communication with students and families and the larger community through multiple letters, surveys, meetings, texts and phone calls. Further, we have been able to rely on our Mentoring program and relationships to have honest and personal one-on-one conversations about what students and families are wanting and needing and what is or is not working for students and families.

CCCS values every voice and has continuously solicited community input through a variety of means. We have invited input through: multiple letters, annual and biannual student, staff, and parent surveys, open Governance Council meetings, multiple scheduled group meetings, parent meetings, staff meetings, equity council meetings, as well as one-on-one phone calls and conversations with students and parents.

It can be clearly seen that CCCS takes all input seriously and works to address all concerns and ideas. CCCS has taken all of the decisions over the past 3 years seriously and has always worked hard to hear every angle and issue, and respond with thoughtfulness and strategic planning throughout our 19 years of success.

The large majority of students, parents, and staff have supported the online program at CCCS. In the student survey, 86% of students expressed wanting to keep the online program as it was.

The other 14% of our students expressed desires for more in-person settings. We reached out for further discussions on this. In these discussions, some of the students shared they like all in-person environments; some shared that they like the online classes overall and were just struggling in certain classes. With these students, we arranged for tutoring and additional academic supports. Mixed in with these discussions about the survey, students shared that they

were realizing their issues were “not really about school” but about personal problems. For these students, we were able to arrange Social Work and Counseling support as well as further academic support.

Thus CCCS has made studied decisions, based on the continuing input it receives and all the factors aforementioned, to continue best serving the students and community through our online blended approach.

As a school of choice, CCCS knows that school is NOT “one size fits all.” Every student deserves to choose the school that best fits who they are and what they need. It has become clear that thousands of students across New Mexico are choosing to attend online schools from home. There needs to be more choice for students to utilize online direct instruction Zoom classes with intensive supports capable of accommodating our most “at-risk” students. This instruction needs to continue to be offered in deeper and more creative ways as it becomes clear that more “at-risk” students want to attend the blended online school.

Cesar Chavez Community School
1325 Palomas SE
Albuquerque, NM 87108
505-877-0558

Governance Council Meeting Minutes

Date: 11/30/22 Time: 5:04 pm Location: Video conference Regular Meeting__ Special Meeting_X_ Committee_

Facilitator: Anacelie Verde-Claro
Roll call taken to begin meeting with GC Members present: Anacelie Verde-Claro (AVC)-President, Jess Lionne (JL)-Vice President, John Krone (JK)-Secretary, Maxine Freed (MF)
Members absent: Dan Shapiro (DS)
Other attendees: Tani Arness (TA)-School Leader, Dan Hill (DH)-School Legal Counsel

Review of Final Agenda: Final agenda was unanimously approved with no objections by voiced votes by each member following a motion made by JL and seconded by MF.

Community Input Invited; no community input submitted for this meeting

Previous meeting minutes dated 10/25/22 were unanimously approved with no objections by voiced votes by each member following a motion made by AVC and seconded by MF.

Discussion Item:

1. Charter Contract Amendment Request discussed in detail reviewing the form and narrative to be submitted to the PEC

Action Item:

1. A motion to approve Charter Contract Amendment Request was unanimously approved with no objections by voiced votes by each member following a motion made by AVC and seconded by JL.

Adjournment Time: 5:30 p.m. Next meeting: 12/1/22 at 5:00 pm *special meeting

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

Grade Level	9	**Content Area**	ELA
Course Title (grades 9–12 Only)	Personal Narratives		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Our English department curriculum map is broken down into four units of study. These units of study, and concepts therein, are aligned with Common Core State Standards. In our Personal Narrative unit, we work toward a final project of having students select a personal experience to write about and incorporate the conventions of narrative writing. This project is connected to the anchor standard. We use backward planning to ensure that the concepts covered support students to use higher order thinking in their projects. For each concept lesson, we use a three-check mastery of learning grading system. In each phase of the assignment, students aim to receive a learning checkmark by meeting the objectives. When a student receives all three check marks, they have demonstrated how to define the concept, an ability to use the concept to analyze a text, and extend their understanding of the concept to a topic that is personally relevant. Students can continue earning check marks and progress as far as they are able. If a student works on a section and doesn't earn a checkmark, he or she will receive feedback on how to apply their thinking differently. The student is then asked to revise their work and resubmit. This way of teaching functions more like coaching and encourages students to be responsible for their learning. More so, it allows the instructor to individualize the learning to accommodate learning gaps. After two lessons are covered in class, students take a summative quiz to determine mastery of understanding and applicable skills. **We use Zoom for whole class meetings, direction instruction, and guided practice, Higher-level thinking, problem-solving and life applications, discussion, online direct instruction. The breakout rooms are used for small group and one-on-one support. The chat feature and Classroom comment feature are used for immediate and individualized feedback on student work. Suggested deadlines, multiple chances at summative assessments.**		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	Standard: W.9.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		

Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting Access to NearPod for content knowledge delivery, guided practice, and peer collaboration during Zoom meeting Access to Jamboard for discussion and presentation of ideas during Zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	Intersection of Informational Writing and Personal Narratives - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding	**Phase 1- whole group in Zoom:** Lead students in the NearPod slides. In there students will get information that will help them understand how informational writing and personal narratives are different but work together. In the slides, there are activities to help students identify important details for each. Additionally, there are discussions that help students contextualize these concepts with real-world examples. The discussions allow students to see how their classmates are thinking about the concepts. When students are done with the slides, they open their assignment sheet in Google Classroom and complete the phase one questions while in the zoom. Instructor offers one-on-one support as needed. If students accurately answer the questions, they earn their first learning check mark. If not, they receive immediate guiding feedback to adjust their thinking and revise. Instructor indicates which of the phase objectives were met and provides feedback accordingly. **Phase 2- whole group and breakout rooms in Zoom:** Begin with a Jamboard activity where students organize details that correspond with informational writing and personal narratives. Next, we read a short narrative titled, “Nothing Extraordinary,” which is on a Jamboard. In real time, students use sticky notes to pinpoint moments of the story that demonstrate informational writing and moments that demonstrate personal narrative. When done, students open their assignment sheet and answer the phase 2 questions. Teacher determines if breakout rooms are needed to provide assistance or just provide one-on-one immediate support in assignments or chat. Students submit their assignment sheet when done for a learning check. If they do not receive the check, then students get

	- Student reflection and self-assessment - Summative assessment	guiding feedback with references to material in phase 1 for review, and then they revise. Instructor indicates which phase objectives were met and provides additional feedback accordingly. **Phase 3- whole group and breakout rooms in Zoom:** Students open their assignment sheet and determine something they've experienced (read, watched, or heard about) that they would consider to be informative and a personal narrative. Instructor provides guidance one-on-one in assignments or via chat. Next, students consider a story they might be able to tell that brings these two concepts together and then analyze their decision. When done, they submit their assignment sheet for a learning check. Instructor provides guiding feedback, referring to previous phase materials as needed, if they do not earn the check. Students revise and resubmit.
2	Using Literal and Figurative Language - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	**Phase 1- whole group in Zoom:** Start with a Zoom poll. Present two versions of the same statement, only one is more dramatic. Ask students which one is more impactful. Offer a brief explanation of literal and figurative language. Lead class in the NearPod slides to help them understand what literal and figurative language is and how they work together in writing. Group discussion boards therein will help students see how their peers are understanding the concepts. Also activities inside the slides will be guided practice to help them describe the concepts. When done, students open their assignment sheets in Google Classroom and answer the phase 1 questions. Instructor provides one-on-one guidance in assignments and the Zoom chat. Students turn it in for a learning check. Instructor provides immediate guiding feedback to correct thinking and reference covered material. Instructor indicates which phase objectives are being met or not and provides feedback accordingly. **Phase 2- whole group and breakout rooms in Zoom:** Start with a Jamboard activity where students have to separate examples of literal language from examples of figurative language, using the Zoom chat or verbally to explain their decisions. Next, as a whole group we watch the short narrative film, "Cocoon," and then using a group Jamboard, students must pinpoint where they saw examples of figurative/literal language. When done, return to their assignment sheet to answer phase 2 questions. Teacher determines if breakout rooms are needed to provide assistance or just provide one-on-one immediate support in assignments or chat. Students submit their assignment sheet when done for a learning check. If they do not receive the check, then students get guiding feedback with references to material in phase 1 for review, and then they revise. Instructor indicates which phase objectives were met and provides additional feedback accordingly. **Phase 3- whole group and breakout rooms in Zoom:** Lead a discussion about stories we've heard recently that stuck with us. Share why those stories were impactful. Now students will open their assignment sheet and work on phase 3. Students will examine a story they've recently heard that has impacted them. They

		will consider how that story used literal language and figurative language. Next, students will think of an experience of their own and how they retell it. Same Task; they must examine it for literal and figurative language. This is preparing them for how to apply this concept to their narrative project. Lastly they must consider how it might be important for a teenager to use figurative/literal language when telling stories. When done, students will submit their assignment sheet for a learning check. If they are incorrectly applying concept knowledge, the instructor will provide immediate guiding feedback and reference previous phase materials for review. The Instructor will mark which phase objectives were met/not met and provide feedback accordingly.
3	Making Inferences - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	**Phase 1- whole group in Zoom:** Using Jamboard, present the scenario of a mom asking her son to go to the movies with her. He checks his wallet and sees he only has ten dollars and says he needs to go to the ATM to take out more. He thinks $100 dollars should be enough. Mom laughs. Asks students to make a conclusion about why the mom laughs. Share with them that they are making inferences about the details. Lead the students in NearPod slides to help them understand what inferences are and how we make them. More importantly, how readers use them to understand a narrative at a deeper level. Activities in the NearPod slides will help them practice creating opportunities for inference-making as well as making inferences. Discussion boards help students share their thinking about this concept with their peers. When done, students will open their assignment sheet and answer the questions for phase 1. The instructor will provide support in realtime in their assignment sheets remotely as well as in the chat. Students submit their assignment sheet for a learning check and/or feedback on how to adjust their thinking. **Phase 2- whole group and breakout rooms in Zoom:** Using Zoom white board, provide students with a list of details that correspond with what inferences are. Have students separate the correct details from the incorrect details. Next, the instructor shares their screen so the class can look at the photo narrative titled "The Fall of Flint," and using Jamboard, students share out details they see in each photo and take turns making an inference. When done, students return to their assignment sheet and answer the phase 2 questions. Use breakout rooms as needed for individual and small group support. When work is completed, students submit their assignment sheet for a learning check. Instructor will provide guiding feedback and reference previous phase material to help students adjust thinking. The instructor will indicate which phase objectives are being met/not met and provide feedback accordingly. **Phase 3- whole group and breakout rooms in Zoom:** Lead a brief discussion about a recent experience we've had where we had to make an inference. Discuss how the inference helped us to understand the situation better. Students open their assignment sheet and complete the work for phase 3, where they must apply the concept knowledge and skill to a recent experience. The instructor will use

		breakout rooms as needed to provide individual and small group support. Instructor will provide guiding feedback and reference previous phase material to help students adjust thinking. The instructor will indicate which phase objectives are being met/not met and provide feedback accordingly.
4	Narrative Structure (Beginning, Middle, and End) - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	**Phase 1- whole group in Zoom:** Using Jamboard present a scenario to students: a students attends a two hour tutoring session and the instructor explains when they should arrive, how to get started, what needs to be completed, and what they should do to clean up before they leave at the end of the tutoring session. Pose this question: what would happen if the student was just told to show up to tutoring and wasn't given instruction on how to use the time? Relate the scenario to the concept of focus: narrative structure. Lead students in the NearPod slides where they will learn about the components of narrative structure and how it guides the story from beginning to end. Activities inside will help them organize details that fit within each component of narrative structure. The discussion boards will help them develop ideas about when one component ends and the next component picks up. When they're done, they will return to their assignment sheet and work on the phase 1 questions. The instructor will provide support in realtime in their assignment sheets remotely as well as in the chat. Students submit their assignment sheet for a learning check and/or feedback on how to adjust their thinking. **Phase 2- whole group and breakout rooms in Zoom:** Lead a short class discussion on this question: Is it important to have a best friend? Priming for the story to be read. Together read the story in a Jamboard and have students place sticky notes that help to organize the narrative structure. Ask them to share their decisions. Next students will work in their assignment sheet to do the tasks in phase 2. Use small groups in breakout rooms to help students work together to examine the story more thoroughly and answer the phase 2 questions. When work is completed, students submit their assignment sheet for a learning check. Instructor will provide guiding feedback and reference previous phase material to help students adjust thinking. The instructor will indicate which phase objectives are being met/not met and provide feedback accordingly. **Phase 3- whole group and breakout rooms in Zoom:** In phase three ask students to think about a story they've heard recently that felt complete. In their assignment sheet, they must break down the narrative structure of that story. They must look for key elements of narrative structure and consider how it helped them to arrive at a takeaway. The instructor will use breakout rooms as needed to provide individual and small group support. Instructor will provide guiding feedback and reference previous phase material to help students adjust thinking. The instructor will indicate which phase objectives are being met/not met and provide feedback accordingly.

S. A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students*	We use three summative assessments throughout the unit of study to track student mastery. The first two assessments are quizzes (see below). These quizzes are given after two concepts lessons are covered in class. Each of these quizzes scaffolds critical thinking questions as they relate to the concepts they cover, and the concepts covered support the unit of study standard mentioned above: "write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences." Each question is worth one point, so students can see a point value for their assessment. More so, students will see to what degree they are able to apply their thinking. More so, students will see to what degree they are able to apply their thinking with the provided rubric. The last assessment is a personal narrative final project, where students will incorporate the concepts we've covered during the unit of study. We begin by looking at some past student examples, then we brainstorm stories we'd like to write about. Next, we outline key moments of the story in a graphic organizer. Last, students write the story in Google Slides and participate in a self-assessment, which includes them identifying where concepts are present in their narrative, their current skill level to incorporate them, and what it would take to increase their skill level. The instructor uses this information in one-on-one conferences to discuss their narrative and concept mastery. This assessment is pass/fail points. If they write the narrative, self-assess, and attend their conference, then they get the points.

	to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

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

Example of how lessons are structured for guided practice in three phases

Concept #1: Informational Writing and Personal Narratives

Section 1: Define the Concept

Glowing Comments	**1. Can define Info Writing 2. Can define Personal Narratives. 3. Can explain how they work together.**	Growing

First, complete this NearPod on Informational Writing and Personal Narratives. If you were in class on the day we did this NearPod live, then skip this step. Next, answer the questions below. If you cannot answer them, go back and review the NearPod slides.

1. What are some characteristics of informational writing?

2. What are some important ideas about personal narratives?

3. How can a personal narrative be informational writing?

Section 2: Explain how the Concept is being Used

Glowing Comments	1. Can identify IW traits in an example. 2. Can identify PN traits in an example. 3. Can explain the author's purpose.	Growing

For this section, we're going to work on identifying when the concept is present in an example. Open this JamBoard and follow the directions inside. When you're done come back here and answer the questions below.

1. How is this story informational writing?

2. How is this story a personal narrative?

3. What is the author intending us to learn?

Section 3: Extended Thinking

Glowing Comments	1. Applies definitions to real world scenarios 2. Can make a comparison using concept understanding. 3. Can make an analysis of your own example.	Growing

For this section, you're going to extend your thinking about these concepts into real world situations. Be sure to apply your understanding of these concepts in your responses.

1. What is something you've experienced (read, watched, or heard about) lately that you would call both a personal narrative and informational? Explain.

2. What could you, a high school student, write about that would be both informative and a personal narrative? Explain.

3. Look at your answer to #2, what parts of it would be informative and what parts would be a personal narrative? Explain.

Quiz 1 and Answer Key

1. Select the best answer. Which of the following is not a characteristic of a personal narratives?

A. It is written from one's own experience
B. It helps the reader better understand someone else's experience
C. It is mostly fictionalized events
D. It can encourage others during tough times

2. Select the best answer. Which of the following is not a characteristic of informational writing?

A. Informational writing aims to inform the audience about a topic
B. The author believes the information is important to share
C. Informational writing relies on facts and details
D. Informational writing aims to present as much information as possible on a topic

3. Select the best answer. How can writing a personal narrative be informative?

A. A personal narrative relies on the author sharing facts and details of their experience to inform the reader
B. A personal narrative relies on sharing details about someone else's experience
C. A personal narrative relies on the author sharing facts and details of their experience so the reader can ask a lot of questions
D. A personal narrative can use imagined events paired with facts and details

4. Write a short response. What is an experience you could write about that would be an example of a personal narrative and informative? Explain.

Response:

5. Write a short response to this scenario. There's a new student in our class and they are unfamiliar with what personal narratives and informational writing are. How would you explain to them what these two concepts are AND what kind of experiences would you recommend they write about?

Response:

(Go to next page)

Quiz 1 and Answer Key (cont'd)

6. Select the best answer. What is figurative language?

A. Figurative language refers to using examples in my writing
B. Figurative language refers to dramatizing parts of my writing to highlight important moments.
C. Figurative language refers to using graphs and charts in my writing
D. Figurative language means to capture the emotion of an experience in my writing.

7. Select the best answer. What is literal language?

A. Literal language refers to writing out experiences exactly as they happened.
B. Literal language refers to writing that has no emotion
C. Literal language refers to explaining to the reader why an event in the story took place
D. Literal language means to use the word literal at some point in my writing

8. Select the best answer. Why should you include both figurative and literal language in your personal narrative?

A. I should use both in my personal narrative because it will give the reader something to think about
B. I should use both in my personal narrative because it will help me to emphasize key moments of the story as well as help the reader understand how the story progresses.
C. I should use both in my personal narrative because it will help the reader predict what will happen
D. I should never use both.

9. Write a short response. What is an experience you could write about that would benefit from using figurative language? Explain.

Response:

10. Write a short response. Why might a high school student benefit from knowing how to use figurative and literal language when telling a story?

Response:

Grading - First two rows indicate your understanding level for each of the concepts. Third row is your score.

Personal Narratives	Can describe key details about the concept	Can show how to use the concept	Can propose a new way to use the concept
Information writing	Can describe key details about the concept	Can determine how to use the concept	Can propose a new way to use the concept
Score	__ / 10		

Quiz 2 and Answer Key

1. Select the best answer. What are inferences?

A. Inferences are best guesses about what we should take away from reading an narrative
B. Inferences are how we distinguish one moment in a narrative from another
C. Inferences are logical conclusions we make while reading a narrative
D. Inferences are the moments in a narrative when a writer describes a setting

2. Select the best answer. How do we make inferences?

A. We make inferences by looking at the dialogue between characters
B. We make inferences by looking for details in a narrative, pairing them with our understanding, and then making a conclusion.
C. We make inferences by examining the plot of a narrative
D. We make inferences by examining what the main character is doing throughout the narrative

3. Select the best answer. Why do we make inferences when reading a narrative?

A. We make inferences to follow along with what is happening in the narrative
B. We make inferences to show how the main character has changed over the course of the narrative
C. We make inferences in order to compare the narrative to other narratives
D. We make inferences to reach a deeper understanding of why the author wrote the narrative

4. Select the best answer. What inference can you make from the following scenario: *A character in a narrative has just moved to a new town. She wants to make new friends but is having trouble. One day after school, she sees a small group of kids riding their bikes toward an abandoned lot behind the school. She decides to follow them. When she gets to the end of the lot, she sees the group of kids egging each other on to jump their bikes over the biggest jump, but none of them can muster the courage. Soon enough, all the kids leave. When it is all clear, the girl rides her bike to the top of the jump and stares down the other side.*

A. The girl is probably thinking the kids are dumb for even thinking about jumping their bikes over the jump
B. The girl is probably thinking she's going to be in trouble for getting home so late
C. The girl is probably thinking if she can jump her bike over the jump, then all those kids will want to be her friend
D. The girl is probably thinking about the friends she had in the town she moved from

5. Write a short response. Think about a recent experience where you made an inference. What was the experience and what inference did you make?

Response

(Go to next page)

6. Select the best answer. What is narrative structure?

A. Narrative structure is what a main character does throughout a story
B. Narrative structure refers to how we understand the point of the story
C. Narrative structure refers the different settings of a story
D. Narrative structure refers to the author's decision of how a story begins, what happens in the middle, and how the story ends.

7. Select the best answer. What do we expect to happen at the climax of a narrative?

A. The author is forced to make a decision that changes who they are
B. The author writes the most exciting part of their story
C. The author reflects on the events of their story
D. The author reflects on how other individuals were depicted in the story

8. Write a short response. What does an author do at the end of their personal narrative and why is it important?

Response:

9. Write a short response. What might be an issue if the author doesn't follow a narrative structure?

Response:

10. Write a short response. Think about an experience where you realized you were stronger than you thought you were. If you were to have narrative structure, how would you write the beginning?

Response:

Making Inferences	Can describe key details about the concept	Can show how to use the concept	Can propose a new way to use the concept
Narrative Structure	Can describe key details about the concept	Can determine how to use the concept	Can propose a new way to use the concept
Score	__ / 10		

Personal Narrative INSTRUCTIONS

1. Use the blank notebook page slides to write your story. Aim to add one or two paragraphs of your story on each slide. This will help you to use all available blank slides for writing.
2. When your story is written, you'll go back and assess where the unit concepts are present in your story. After each page of your story, you'll determine what concept is present on a given page, how you know, and what your skill level is in using that concept. You'll also suggest how you could increase your skills in using that concept.
3. When you're done assessing, you'll answer the reflection question on the last slide.

Some Possible Topics you could write about

1. A time when you've learned to appreciate someone
2. A time where you really felt people should listen to your perspective on an important issue.
3. A time when you learned to be self-reliant
4. A time when you really wanted people to see you

For assessment pages, go in this order: orange box, yellow box, green box, and then blue box.

Of the list below, which concept is present on this page of your narrative? Write it in the box to the right.

Personal Narrative
Informational Writing
Literal language
Figurative language
Making inferences
Narrative Structure (beginning, middle, or end)

Concept:
How do you know it's present?
Response:

Below, assess your ability to use the concept mentioned above. Place an **X** in the box below the level that matches your skills.

I know what this concept is but can't really use it	I know what this concept is and can kind of use it	I know what this concept is, can use it well, and teach someone else.

Why did you select this skill level?
Response:

What would it take for you to reach the next skill level?
Response:

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

Grade Level	10	**Content Area**	ELA
Course Title (grades 9–12 Only)	Research		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Our English department curriculum map is broken down into four units. These units, and concepts therein, are aligned with Common Core State Standards. In our research unit, we work toward a final project of having students select a topic of interest and use the conventions of research to expand their understanding. This project is connected to the anchor standard. We use backward planning to ensure that the concepts covered support students to use higher order thinking in their projects. When we introduce a new concept lesson as part of our unit, the students understand that we aren't focused on simple completion or achieving a certain grade. Instead, we are focused on increasing higher-order thinking as it relates to the concept and demonstrating mastery. For each concept lesson, we use a three-check mastery of learning grading system. In each phase of the assignment, students aim to receive a learning checkmark by meeting the objectives. When a student receives all three check marks, they have demonstrated how to define the concept, an ability to use the concept to analyze a text, and extend their understanding of the concept to a topic that is personally relevant. Students have the power to earn as many checkmarks as they can. . If a student works on a section and doesn't earn a checkmark, he or she will receive feedback on how to apply their thinking differently. The student is then asked to revise their work and resubmit. This way of teaching functions more like coaching and encourages students to be responsible for their learning. More so, it allows the instructor to individualize the learning to accommodate learning gaps. **We use Zoom for whole class meetings, direction instruction, and guided practice, Higher-level thinking, problem-solving and life applications, discussion, online direct instruction. The breakout rooms are used for small group and one-on-one support. The chat feature and Classroom comment feature are used for immediate and individualized feedback on student work. Suggested timelines, multiple chances at summative assessments.**		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	Anchor Standard: W.10.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting Access to NearPod for content knowledge delivery, guided practice, and peer collaboration during Zoom meeting		

	Access to Jamboard for discussion and presentation of ideas during Zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	Selecting Research Topics and Forming Research Questions - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	**Phase 1- In Zoom whole group:** the instructor leads students through NearPod slides. The slides are designed for students to acquire necessary knowledge to describe what topics are and what research questions are. The NearPod slides also include activities to help students apply their developing understanding of the topic. Additionally, there are discussion opportunities so students can share how they are understanding the concept with their peers in real time. We conclude this phase with students answering the phase 1 questions on their assignment sheet and submitting for a learning check. Students will either be awarded a learning check for correctly defining and applying their understanding or receive feedback on how to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** Use a model research project and have students examine the questions therein. Students are aiming to determine what qualities are present in the questions and assess how the questions will expand an understanding of the topic. Additionally, students will pose a new question that can be added to the existing question set. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for correctly analyzing the example using the concept knowledge or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 3- In Zoom whole group and breakout rooms:** Students will consider a topic they've recently become interested in. Students will pose a few good research questions and assess what qualities their questions have. More so, students will consider how those questions will expand their understanding of the topic. Last, students will discuss with the instructor how the work they've done in this phase is helping them to fulfill the associated objectives. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for extending their understanding about this concept to a topic of personal interest or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly.
2	Using Keyword Search Terms and Gathering Sources - Direct instruction - Guided practice	**Phase 1- In Zoom whole group:** The instructor will lead the students through NearPod slides. The slides for this assignment will help students to describe what research sources are and where we can go to find them as well as what keyword search terms are and how we develop them to gather online sources. The slides have

	- Modeling - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	activities throughout which helps students to apply the understanding and to share out with their peers how they are understanding the information. After completing the slides, students will provide responses to the questions in phase 1 of the assignment. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for correctly defining and applying their understanding or receive feedback on how to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** Students will return to the model research project we examined in the last assignment. Their goal now is to take the questions and create keyword search terms from them. Additionally, students will consider what might be the best place to go and gather information given the question and search terms (online, library, databases, etc.) When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for correctly analyzing the example by using the concept knowledge/skills or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 3- In Zoom whole group and breakout rooms:** Students will think of one new thing they've learned over the next week that is not school related. They are tasked with developing two research questions and creating keyword search terms from them. They must also consider the best places to collect sources of information given the question. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Last, students will discuss with the instructor how the work they've done in this phase is helping them to fulfill the associated objectives. Students will either be awarded a learning check for extending their understanding about this concept to a topic of personal interest and using the related skills or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly.
3	Evaluating Sources (using the R.A.D.A.R analysis method) - Direct instruction - Guided practice - Modeling - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - High level questioning and thinking - Real-world application - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning	**Phase 1- In Zoom whole group:** Again, using NearPod slides, students will acquire the necessary knowledge to accurately define what it means to evaluate a source and how we might go about doing that (R.A.D.A.R). The nearpod slides have small activities for students to start applying their understanding. The discussion boards in the slides will help students understand how their peers are making sense of the concept. At the conclusion of the slides, students will work to answer the questions in phase 1 of their assignment sheets. If the students can adequately demonstrate an understanding of the concept in their responses, they will receive their first learning check mark. If they cannot, they will receive feedback on where to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** We return back to the model research project and help to evaluate the sources collected. Students are tasked with accurately using the R.A.D.A.R. strategy to determine if each source is appropriate to use. When students complete this phase, they will submit their assignment sheet for a learning check. If students are accurately applying their concept knowledge in

	- Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment (?) - Summative assessment	this section, they will receive a learning check mark. If they are not, then the instruction will provide feedback to help guide their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 3- In Zoom whole group and breakout rooms:** Students are tasked with determining a topic they've become interested in recently, finding a source of information on that topic, and then conducting a R.A.D.A.R. analysis of the source. Students submit their assignment sheet when the work is completed and will be awarded their third learning check after accurately extending their understanding to a topic of personal interest and applying the related skills. Additionally, students will discuss with the instructor how the work they've done in this phase is helping them to fulfill the associated objectives. If students do not receive their learning check mark, they will receive guiding feedback to help adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly.
4	Source Synthesis and Narrowing Down Topics - Direct instruction - Guided practice - Modeling - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - High level thinking and questioning, synthesizing - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting	**Phase 1- In Zoom whole group:** Using NearPod slides, students receive information on what source synthesis is as well as how we can narrow down topics after synthesizing sources. The slides use short response questions to gauge student understanding, activities to apply the knowledge in a meaningful way, and discussion boards to share ideas about the concepts. When students are done, they return to their assignment sheet and answer the questions for phase 1. When work is completed, they submit their assignment for a learning check. If understanding is adequate, they receive their first learning check. If not, they receive guiding feedback to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** Returning to the model research project, students will review the sources and provide a statement of what is learned from these three sources. More so, students will make a suggestion for how to narrow down the topic using their understanding of what questions we can ask that help bring more focus to the topic. Once done, students will submit their assignment sheet for a learning check. If they are adequately analyzing the examples and applying the concepts accordingly, they will receive a learning check. If not, they will receive guiding feedback on how to adjust their thinking and be asked to review material from the previous phase. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 3- In Zoom whole group and breakout rooms:** Students will select a topic of interest, pick two sources and synthesize the information therein. Next, students will determine two ways the topic could be narrowed down. Additionally, students will be given four learning objectives for this phase, and they must select which three their work is best fulfilling and then explain. When students are done, they will submit the assignment sheet for their third learning check. If they are accurately applying the concept knowledge, they will receive the check mark. If not, they will receive guiding feedback in order to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly.

S.A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students*	All of the concept assignments function as both formative and summative assessments. As students are working through each phase, making mistakes and correcting their thinking, the assignments are formative. Once they complete the assignment it becomes a summative assessment. At this point, the instructor can determine learning strengths and weaknesses. Additionally, not every student will complete all three phases of their assignment due to the increasing level of thinking and application of skill. In this situation, the assignment becomes summative at the point where they cannot progress any further. This helps the instructor understand if the student's mastery of the concept is at a beginning, intermediate, or exemplary level. Additionally, the final research project is summative assessment. When students complete a concept assignment, they immediately apply that concept to their own research projects. At each phase, students get one-on-one support in the Zoom to ensure they are correctly applying concept knowledge to their project which is carried out on a Jamboard. To conclude, students participate in a collaborative grading assessment. Students determine where their skill level is at for a given concept as it is present in their project and then brainstorm what it would take to take it to the next level of mastery. The project and grading assessment are pass/fail points. You must complete both to receive full points. If the project and assessment are incomplete, the students receive half credit with the opportunity to continue.

	to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

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

Concept #1: Research Questioning

- [ ] Section 1
- [ ] Section 2
- [ ] Section 3

Section 1: Define the Concept

Glowing Comments	1. Can define what a research question is 2. Can describe good research questions 3. Can explain the importance of questioning in research.	Growing

We're going to start with NearPod slides. If you are absent on the day we do these in class, you can use this link to do them independently. When you are done with the slides, answer the questions below!

1. In your own words, why do we ask questions?
Response:

2. What are a few characteristics of good questions?
Response:

3. In your own words, why is it important to ask good questions when conducting research?
Response:

Section 2: Explain how the Concept is being Used

Glowing Comments	1. Can analyze questions for their usefulness. 2. Can discuss how a specific question can expand a topic. 3. Can offer an opinion on what question to add to a question set.	Growing

Follow the directions on this Jamboard. When you're done reviewing the Jamboard, come back here and answer the questions below!

1. Take a couple minutes to review each of Sarah's questions. Using your understanding from section 1, what makes each of her questions good?
Response:

2. Focus on one of Sarah's questions. How will that question help expand her understanding on the topic?
Response:

3. What is a question you can ask that Sarah would be able to add to her question set? What makes your question a good one?
Response:

Section 3: Extended Thinking

Glowing Comments	1. Can create questions on a topic of interest. 2. Can evaluate the usefulness of the created questions. 3. Can suggest how the questions will change the understanding of the topic.	Growing

For this section, we're going to apply our understanding of good questions to some real world situations. Answer the questions below! Make sure to use your understanding from section 1 and 2.

1. What is something (a topic) that you've recently become really fascinated with?
Response:

2. What are some good questions you can ask about the topic? What characteristics do your questions have?
Response:

3. How might your questions expand or narrow your understanding of the topic?
Response:

Concept #2: Finding Research Sources

- [ ] Section 1
- [ ] Section 2
- [ ] Section 3

Section 1: Define the Concept

Glowing Comments	1. Can define research sources. 2. Can list where to find sources of information. 3. Can explain how to prepare to find a source.	Growing

We're going to start with NearPod slides. If you are absent on the day we do these in class, you can use this link to do them independently. When you're done with the slides, answer the questions below.

1. What is a research source?
Response:

2. Where can we find sources of information?
Response:

3. What are keyword search terms? And, how can we turn our questions into keyword search terms?
Response:

Section 2: Explain how the Concept is being Used

Glowing Comments	1. Can prepare research questions. 2. Can differentiate between source types. 3. Can point out if YouTube is a good source type.	Growing

We're going back to Sarah's research project on vinyl record making. On the newest slide she's brought over initial research questions and is getting ready to find sources of information. When you're done reviewing the slide here, answer the questions below.

1. Turn each of Sarah's questions into keyword search terms
Q1:
Q2:
Q3:

2. What type of source do you think would be best for each of her questions and why? You can only use online once.
Q1:
Q2:
Q3:

3. Sarah is unsure if YouTube is a good source to use. Using what you know about research sources, explain why YouTube is or is not a good source.
Response:

Section 3: Extended Thinking

Glowing Comments	1. Can design a plan for source allocation for a topic of personal interest.	Growing

1. What's something you've learned over the last week that has stuck with you? Doesn't have to be school-related but keep it appropriate.
Response:

2. List two questions you have about this topic you'd be willing to get some information for. Next, turn those questions into a set of keywords.
Question 1:
Keyword search for question 1:

Question 2:

Keyword search for question 2:

3. What source types would you use to gather information? Why these source types? You cannot use the same source type twice.
Source type 1:

Source type 2:

Concept #3: Evaluating Sources

- [ ] Section 1
- [ ] Section 2
- [ ] Section 3

Section 1: Define the Concept

Glowing Comments	1. Can define how to evaluate a source. 2. Can describe source evaluation importance. 3. Can indicate what we look for when evaluating sources.	Growing

We're going to start with NearPod slides. If you are absent on the day we do these in class, you can use this link to do them independently. When you're done with the slides, answer the response questions below!

1. What does it mean to evaluate a source?
Response:

2: Why is it important to evaluate a source?
Response:

3. What does RADAR stand for and how does it help us evaluate a source?
Response:

Section 2: Explain how the Concept is being Used

Glowing Comments	1. Can analyze sources for quality information. 2. Can distinguish quality information from bad. 3. Can illustrate which sources of information are not useful.	Growing

For this section, you're going to help Sarah evaluate some sources she found for her research project. Using The RADAR method, you're going to determine if she should move forward with the information she's collected.

Source 1: Source 1 Link
R
A
D
A
R

Can we trust this source? Explain:

Source 2: Source 2 Link
R
A
D
A
R

Can we trust this source? Explain:

Source 3: Source 3 Link
R
A
D
A
R

Can we trust this source? Explain:

Section 3: Extended Thinking

Glowing Comments	1. 2. 3.	Growing

For this section, you're going to extend your understanding of source evaluation to a topic of interest. First, think of a topic that you've been interested in from the last week or so. Fill it in below!

Topic:

Next, find a source of information on the web that would help you learn more about the topic. Copy and Paste the link here:

Last, using the RADAR method, determine if the source has quality information. Be sure to explain why or why not below!
Response:

One last thing: I want students to select learning objectives for this section.. Below you'll find four learning objectives. Your task is to select three and fill them in above. After you select three, you need to explain how your work in this section has fulfilled those objectives. Be specific with examples.

1. Can argue if a source is quality information or not.
2. Can evaluate a source's quality of information.
3. Can choose a quality source of information for a topic of interest.
4. Can summarize if a source is quality or not.

I selected objective 1 because…
I selected objective 2 because…
I selected objective 3 because…

Concept #4: Narrowing a Topic

- ☐ Section 1
- ☐ Section 2
- ☐ Section 3

Section 1: Define the Concept

Glowing Comments	1. Can define what narrowing a topic is 2. Can describe its importance. 3. Can identify strategies for narrowing a topic.	Growing

We're going to start with NearPod slides. If you are absent on the day we do these in class, you can use this link to do them independently. When you're done with the slides, answer the response questions below!

1. What does it mean to narrow a topic?
Response:

2. Why would you say it is important to narrow down a topic?
Response:

3. Describe two strategies you learned about that can help you narrow down a topic.
Response:

Section 2: Explain how the Concept is being Used

Glowing Comments	1. Can identify best approaches to narrowing a topic. 2. Can illustrate how the approaches narrow the research. 3. Can use multiple approaches to narrowing a topic.	Growing

For this section, you're going to review Sarah's research. Use what you learned in section 1. You need to pick three things Sarah can do to narrow her research. When you've picked those three things, explain why you selected them and how they'll benefit her research.

Suggestion 1:
Explanation:

Suggestion 2:
Explanation:

Suggestion 3:
Explanation:

Section 3: Extended Thinking

Glowing Comments	1. 2. 3.	Growing

For this section, we're going to apply this concept to a real world topic. Follow the steps below.

1. What is a topic that you've been interested in this week?
Response:

2. Find two sources on this topic, evaluate them, and then paste the links below.
Response:

3. Now, narrow down the topic in two different ways. Explain why you've decided on those two approaches.
Response:

Now, select three out of the four learning of objectives below that you feel your work in this section is best fulfilling. Explain to Reeder why you selected them!

1. Can make a judgment about the best narrowing approaches for a real world topic.
2. Can develop a plan for narrowing a topic.
3. Can compare different narrowing approaches.
4. Can justify selected narrowing approaches.

Research Project Reflection and Co-Grading

First, let me commend you for all the hard work you've put into this quarter. The research unit is not easy but what you learned is invaluable. Knowing how to conduct research and the skills associated with it can help us be great thinkers in life!

For the final stage of the project, you're going to do a little reflection on your research process and help me grade your work. Below you'll find a few reflection questions and a blank grading rubric. Begin with the reflection questions and then work on setting up your grading rubric. When your rubric is filled in, both you and I will use it to determine the quality of your work.

Reflection Questions
1. What did you learn about your topic? Write a short response (3-5 sentences) and use specific details. Response 1:
2. Think about your whole research process. What part of it became challenging? Write a short response (3-5) sentences and use specific details. Response 2:
3. How do you see your research being useful in the future? Write a short response (3-5) sentences and use specific details. Response 3:

Great! Now go to the second page to fill in your rubric and see the instructions on how to do so.

Ok. Let's get to your rubric. It's likely at some point you've had a teacher use a rubric to grade a project or assignment. But why does a teacher do this? A rubric focuses on key areas that a student needs to demonstrate an understanding of and an application of skills. For a given key area, the teacher indicates if the student still has a little to learn, has learned it, or if the student has learned it at an exceptional level and could teach it to someone else.

Your tasks:
1. Go through and highlight where you feel your skills are at for a given concept and how you were able to incorporate it in your project. Reeder will do the same!
2. Using the box below each grading area, explain why you selected that skill level AND describe what you think it would take for you to progress to the next level. Reeder will do the same (when you're done)!

Co-Grading Rubric: Conducting Research			
	Level 1: I'm still learning this!	Level 2: I definitely learned this!	Level 3: I can take it further!
Area 1: Determine a topic and ask research questions	I can tell what these concepts are!	I can tell you what these concepts are and talk about how they're presented in my project.	I can explain how I have a deeper understanding of my topic because of these concepts!
Explanation:			
Area 2: Develop keyword searches and find sources	I can tell what these concepts are!	I can tell you what these concepts are and talk about how they're presented in my project.	I can explain how I have a deeper understanding of my topic because of these concepts!
Explanation:			
Area 3: Evaluate the Sources I collected for the project	I can tell what these concepts are!	I can tell you what these concepts are and talk about how they're presented in my project.	I can explain how I have a deeper understanding of my topic because of these concepts!
Explanation:			
Area 4: Narrow down the topic and collect new sources	I can tell what these concepts are!	I can tell you what these concepts are and talk about how they're presented in my project.	I can explain how I have a deeper understanding of my topic because of these concepts!
Explanation:			

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

Grade Level	11	**Content Area**	ELA
Course Title (grades 9–12 Only)	Fictional Narratives in Literature		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Our English department curriculum map is broken down into four units of study. These units of study, and concepts therein, are aligned with Common Core State Standards. In our literature unit, we work toward a final project of having students conduct a literary analysis and use concepts of literature to expand their understanding of a text. This project is connected to the anchor standard. We use backward planning to ensure that the concepts covered support students to use higher order thinking in their projects. For each concept lesson, we use a three-check mastery of learning grading system. In each phase of the assignment, students aim to receive a learning checkmark by meeting the objectives. When a student receives all three check marks, they have demonstrated how to define the concept, an ability to use the concept to analyze a text, and extend their understanding of the concept to a topic that is personally relevant. Students can continue earning check marks and progress as far as they are able. If a student works on a section and doesn't earn a checkmark, he or she will receive feedback on how to apply their thinking differently. The student is then asked to revise their work and resubmit. This way of teaching functions more like coaching and encourages students to be responsible for their learning. More so, it allows the instructor to individualize the learning to accommodate learning gaps. After two lessons are covered in class, students take a summative quiz to determine mastery of understanding and applicable skills. **We use Zoom for whole class meetings, direction instruction, and guided practice. The breakout rooms are used for small group and one-on-one support. The chat feature and Classroom comment feature are used for immediate and individualized feedback on student work.**		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	(M) Standard: R.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		

Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting Access to NearPod for content knowledge delivery, guided practice, and peer collaboration during Zoom meeting Access to Jamboard for discussion and presentation of ideas during Zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	What is Literature and Storytelling? - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding	**Phase 1- In Zoom whole group:** Use a priming question in the Zoom meeting to get students thinking about good stories. Ask them to share what makes the stories good. Lead students in NearPod slides. Information in the slides will help students understand and categorize literature and storytelling. Activities are designed for them to understand key details for each. Additionally, there are discussion opportunities so students can share how they are understanding the concept with their peers in real time. We conclude this phase with students answering the phase 1 questions on their assignment sheet and submitting for a learning check. Students will either be awarded a learning check for correctly defining and applying their understanding or receive feedback on how to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** In Zoom present the spoken word poem by Brandon Leake. In two groups, have one group examine the text for details that support a claim that the poem should be called literature. The other group is finding details to support a claim that the poem is storytelling. When the two groups come together in the main Zoom session, they must convince their other group of their findings. When the discussion is over, students return to their assignment sheet to answer phase 2 questions. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for correctly analyzing the example using the concept knowledge or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have

	- Student reflection and self-assessment - Summative assessment	been met or not met and provide feedback accordingly. **Phase 3- In Zoom whole group and breakout rooms:** In Zoom, lead a small discussion about why we found Brandon Leake's poem interesting. Next, direct students to YouTube to find a different spoken word poem that they find interesting. Once they have their video, students will complete the tasks in phase 3, which includes examining whether or not we'd call the poem literature or storytelling. Additionally, they will find details that support their claim. And lastly, students will consider what they could write about that would have characteristics of storytelling and literature. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Last, students will discuss with the instructor how the work they've done in this phase is helping them to fulfill the associated objectives. Students will either be awarded a learning check for extending their understanding about this concept to a topic of personal interest and using the related skills or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly.
2	Plot and Conflict - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	**Phase 1- In Zoom whole group:** Using Jamboard, have students share a story they've read, watched, or listened to that has exciting energy. Ask them to think about how they track that energy, where it comes from, and expectations for events. Relate this back to plot and conflict. Lead students in NearPod, so they can get information about plot structure and how conflict drives the plot forward. The activities in the slides help them to organize details for what we expect in each plot element as well as different types of conflict we can have. We conclude this phase with students answering the phase 1 questions on their assignment sheet and submitting for a learning check. Students will either be awarded a learning check for correctly defining and applying their understanding or receive feedback on how to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** First prime the story with this question: is it ever ok to break the law? When discussion is over, read the story "Thank You, Ma'am" to the class. When done, students will use Jamboard to remotely work together to discover the plot structure. When done, students will pull out story details that fit within each element of the plot. Next, students will work in Zoom small groups to determine two possible conflict types for the story and determine how those conflict types propel the plot forward. When the discussion is over, students return to their assignment sheet to answer phase 2 questions. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for correctly analyzing the example using the concept knowledge or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback

		accordingly. **Phase 3- In Zoom whole group and breakout rooms:** Lead a brief discussion about our favorite movies or T.V. shows. In phase three, students will work independently to examine the plot of their favorite movie or an episode of their favorite show. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Last, students will discuss with the instructor how the work they've done in this phase is helping them to fulfill the associated objectives. Students will either be awarded a learning check for extending their understanding about this concept to a topic of personal interest and using the related skills or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly.
3	Mood and Tone - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	**Phase 1- In Zoom whole group:** Display a photo of a father helping his young daughter wash her hands with a garden hose. Ask students to think about how this photo makes them feel. What emotions come to the surface. Relate this back to our topic, which is Mood and Tone. Lead the class in NearPod to help them learn the role of emotion in a story. The information slides will help them build understanding and the activities slides will help them to contract Mood from Tone. The discussion slides are designed for students to collaborate in building lists of words to describe tone and mode. We conclude this phase with students answering the phase 1 questions on their assignment sheet and submitting for a learning check. Students will either be awarded a learning check for correctly defining and applying their understanding or receive feedback on how to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** Using Jamboard, pose this scenario to the class: You have a younger sibling that gets on your nerves. It seems every day they are doing something that gets you in trouble. One day the sibling comes to you with tears in their eyes because they cannot complete a project for school and ask for your help. What do you do? Direct the discussion toward the idea that love for others can be complicated. Read the poem, "My Father's Love Letters" with the class. Using another Jamboard board, have students select words and phrases that suggest the mood of the story as well as the tone, and then share out in the Zoom. When the discussion is over, students return to their assignment sheet to answer phase 2 questions. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for correctly analyzing the example using the concept knowledge or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 3- In Zoom whole group and breakout rooms:** Lead a discussion in the Zoom about subject matters we feel strongly about. Direct students to phase three

		where they will write their own brief poem and then examine the tone and mood of it. The instructor will use breakout rooms to support students one-on-one. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Last, students will discuss with the instructor how the work they've done in this phase is helping them to fulfill the associated objectives. Students will either be awarded a learning check for extending their understanding about this concept to a topic of personal interest and using the related skills or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly.
4	Themes in Literature - Direct instruction - Guided practice - Modeling - Visual supports embedded in slides - Differentiation built in with low threshold, high ceiling learning activities - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Classroom discussion - High level questioning and thinking - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting and presentation - Formative assessment and checking for understanding - Student reflection and self-assessment - Summative assessment	**Phase 1- In Zoom whole group:** In the zoom, present a question on a Jamboard: What makes stories interesting? From the menu of reasons, have students select one and share out. Focus on the one about relating to ideas found within the story. Themes will be our topic for this lesson. Lead students in NearPod to help them understand what themes are and how we discover them in a text. Activities will help them distinguish different types of themes. The discussion boards will help them put the theme ideas into their own words. We conclude this phase with students answering the phase 1 questions on their assignment sheet and submitting for a learning check. Students will either be awarded a learning check for correctly defining and applying their understanding or receive feedback on how to adjust their thinking and review material. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 2- In Zoom whole group and breakout rooms:** Open the story "You Don't Have to Say You Love Me" and read through it with the class. Using Jamboard "Four Corners," display the possible themes present in the story. Next, students will discuss what theme, based on the Jamboard results, appears to be most present. In small groups, they'll work together to find details from the story to support the thematic assessment. When the discussion is over, students return to their assignment sheet to answer phase 2 questions. When students have completed the work in this phase, they will submit their assignment sheet for a learning check. Students will either be awarded a learning check for correctly analyzing the example using the concept knowledge or receive feedback on how to adjust their thinking. The instructor will indicate which phase objectives have been met or not met and provide feedback accordingly. **Phase 3- In Zoom whole group and breakout rooms:** In Zoom have a brief discussion about what themes high school students would write well into their stories. In this phase, students will write their own poem and analyze it for the theme. Last, students will discuss with the instructor how the work they've done in this phase is helping them to fulfill the associated objectives. Students will either be awarded a learning check for extending their understanding about this concept to a topic of personal interest and using the related skills or receive feedback on how to adjust their thinking. The instructor will indicate which phase

		objectives have been met or not met and provide feedback accordingly.
S. A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students*	We use three summative assessments throughout the unit of study to track student mastery. The first two assessments are quizzes (see below). These quizzes are given after two concepts lessons are covered in class. Each of these quizzes scaffolds critical thinking questions as they relate to the concepts they cover, and the concepts covered support the unit of study standard mentioned above: "Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas." Each question is worth one point, so students can see a point value for their assessment. More so, students will see to what degree they are able to apply their thinking with the provided rubric. The unit summative assessment is to conduct an analysis of one of the texts we covered over the course of the unit. Students begin this project by reflecting on how they are better literature readers after having covered the concepts in this unit. Next, students will examine the selected text for each of the concepts we've covered in the unit. They will also assess their skill level to look for each concept. The project concludes with a conference with the instructor to discuss their abilities to perform the analysis and discuss a takeaway for their text. Points are pass/fail. When a completes their project, they receive full points. If they do not complete their project, they receive half the points until it is done.

	to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

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

Example of how lessons are structured for guided practice in three phases

Concept #4: Themes

- ☐ Section 1
- ☐ Section 2
- ☐ Section 3

Section 1: Define the Concept

Glowing Comments	1. Can define themes. 2. Can describe six common types. 3. Can explain the importance of themes.	Growing

We're going to start with NearPod slides. If you are absent on the day we do these in class, you can use this link to do them independently. When you're done with the slides, answer the response questions below.

1. What are themes and how do we find them?
Response:

2. Describe the five universal (most common) themes we see in literature?
Response:

3. Why are themes important in literature?
Response:

Section 2: Explain how the Concept is being Used

Glowing Comments	1. Can analyze a text for theme. 2. Can make a theme determination. 3. Can make a claim about the theme.	Growing

For this section, we're going to read an excerpt of a story written by Sherman Alexie. You'll do the work for this section on the attached document in Google Classroom. When you're done with the analysis, come back and answer the questions below.

1. What theme is developed over the course of this story?
Response:

2. What parts of the story best support your determination?
Response:

3. Think about the theme you identified, why is this story important for teenagers today?
Response:

Section 3: Extended Thinking

Glowing Comments	1. Can create a written work with a theme.	Growing

For this section, we're going to have another opportunity to write! Your job is to write a brief poem and then analyze it for a theme. Use the left column to write your poem and use the right column to pinpoint parts of the poem that are helping to develop the theme. Be sure to explain how the parts of the poem you're highlighting are contributing to the theme. When you're done, answer the question below.

Your poem here	Text Analysis

What theme is present in your poem? Explain your thinking.
Response:

Quiz 1 and Answer Key

1. Select the best answer. Which of the following is not a characteristic of literature?

A. Literature can exemplify different cultural practices
B. Literature exemplifies comedy
C. Literature exemplifies different languages
D. Literature exemplifies different time periods in history

2. Select the best answer. Which of the following is not characteristic of storytelling?

A. Storytelling should always reinforce our beliefs
B. Storytelling helps us to understand experiences other than our own
C. Storytelling provides an opportunity to connect people over a central idea found in the story
D. Storytelling helps the author express their concerns about a topic

3. Write a short response. Why is it important to be a storyteller when creating literature?

Response:

4. Write a short response. Ben is writing a story about a teenager who wants to do something great in life. What characteristic of storytelling should he focus on when writing his story?

Response:

5. Write a short response. Think about a story you've heard from an older family member. How might that story be considered an example of literature?

Response:

(Go to next page)

6. Select the best answer. What is plot?

A. Plot is how a main character progresses through a story
B. Plot is a series of connected events in a story
C. Plot refers to tracking the serious moments of a story
D. Plot refers to understanding where a story takes place

7. Select the best answer. Which of the following is not part of plot structure?

A. Resolution
B. Climax
C. Exposition
D. Character Development

8. Write a short response. Describe what it means to have a character vs. self conflict in a story?

Response:

9. Write a short response. Lisa is writing a story about a girl whose elderly dog is reaching the end of her days. In the story Lisa reflects on how she rescued the dog and that's how Lisa came to own her. Lisa can't decide if this is character vs. nature or character vs. society story. Which do you think it is and why?

Response:

10. Write a short response. Think about your current age and experiences. If you wrote a story about your life up to this point, what conflict type would be present and why?

Response:

Plot Structure	Can describe key details about the concept	Can show how to use the concept	Can propose a new way to use the concept
Conflict Types	Can describe key details about the concept	Can determine how to use the concept	Can propose a new way to use the concept
Score	__ / 10		

Quiz 2 and Answer Key

1. Select the best answer. How is Tone different from Mood in a story?

A. Tone refers to how a character feels and Mood refers to how I feel from reading the story
B. Tone refers to how I feel from reading the story and Mood refers to what a character feels
C. Tone refers to how the author may feel toward the topic of their story and Mood is how the reader feels from reading the story
D. Tone refers to how loud we think the characters are getting and Mood refers to when characters are sad

2. Select the best answer. How do we determine the tone of a story?

A. We look at what characters are saying and thinking
B. We try to identify central ideas or topics present in the story and then examine details of the story to determine how the author might feel toward them
C. We try to identify where a character's background
D. We try to identify where the author is from before we read the story

3. Write a short response. Describe how you would determine the mood of a story?

Response:

4. Write a short response. How does identifying the tone and mood of a story help the reader understand more deeply?

Response:

5. Write a short response. What is an experience you could write about that captures how you feel about a topic found in the story? Why do you think it would be important for readers to see how you feel about the topic?

Response:

(Go to the next page)

6. Select the best answer. What are themes in a story?

A. Themes are important words written at the beginning of a story
B. Themes are central ideas or lessons to be learned
C. Themes are recurring characteristics of a character in a story
D. Themes are commonalities found in different settings of a story

7. Select the best answer. Which is not one of the universal themes found in literature?

A. Good vs. Evil
B. Love
C. Courage
D. Coming of Age
E. Hatred

8. Write a short response. Billy is writing a story about a son who is an outcast in his family. In the story, the character is trying to earn back the trust of his parents. Billy says this is a redemption story. Do you agree? Why or why not?

Response:

9. Write a short response. Why is it important for teenagers to determine themes found in literature?

Response:

10. Write a short response. Think about an experience you've had recently. What was that experience? Identify a theme found in that experience and describe how it is present.

Response:

Tone and Mood	Can describe key details about the concept	Can show how to use the concept	Can propose a new way to use the concept
Themes	Can describe key details about the concept	Can determine how to use the concept	Can propose a new way to use the concept
Score	__ / 10		

Goals and Beginning Reflection for the project!

Goal: For this project, each student will select a story or poem they want to conduct an analysis of. When we say conduct analysis, we're trying to reach a deeper understanding of the writing by examining different elements such as plot, conflict, tone and mood, and themes.

Beginning Reflection Question: Think about the quarter 3 concepts you learned about this quarter. How has learning about and applying these concepts helped you to be a better literature reader?

Response:

Selecting the story or Poem for your Project

- From Concept 1: Brandon Leake's Spoken Word Poem
- From Concept 2: Langston Hughes' "Thank You, Ma'am."
- From Concept 3: "My Father's Love Letters" by Yusef Komunyakaa
- From Concept 4: Sherman Alexie's "You Don't Have to Say You Love Me."
- Additional Option #1: You can use any spoken word poem found on YouTube.
- Additional Option #2: You can select a text from commonlit.org

The text I plan to use for this project is:

If it's not linked here, then the link I can use to retrieve the text is (paste link here):

I selected this text because:

Tone and mood

From the work I did in concept 3, I understand tone to be:

And I can find tone by:

When I read my story or poem, the following helped me determine the tone:

List of tone and mood emotions

I believe the tone is and why:

I believe the mood is and why:

From the work I did in concept 3, I understand mood to be:

I can determine the mood by:

When I read my story or poem, the following helped me determine the mood:

Tone and Mood Self-Assessment
Put an x in the appropriate box.

	Yep!	Mostly	Kind of	Not Really
I was able to define tone and mood for this part of the project				
Notes:				
I was able to use specific parts of the poem or story to determine the tone and mood				
Notes:				
I was able determine how emotions are used in the poem or story by examining the tone and mood				
Notes:				

I was most confident about:
.

Where I have a little work left to do:

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

Grade Level	12	**Content Area**	ELA
Course Title (grades 9–12 Only)	English 12, Career Readiness and Job Preparation units		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Our English department curriculum map for English 12 is broken down into units of study with an emphasis on career readiness and job preparation. These units of study, and concepts therein, are aligned with Common Core State Standards. In the first unit of study (semester 1), we work toward students researching higher education opportunities and developing a professional portfolio. We are focused on increasing higher-order thinking, as it relates to the concept, and demonstrating mastery understanding. For each concept covered, we focus on properly adhering to guidelines for different types of professional documentation, understanding their uses, and creating documentations for real world use. In the first unit of study we focus on career exploration and research, personal narratives for higher education applications, resumes and cover letters for employment, and budgeting. We focus on budgeting so that students have an opportunity to see the benefit of seeking higher education and a career. The professional portfolio is a collection of the polished versions of student professional documents, which can be used after high school, and it exemplifies meeting the anchor standard. This curriculum map below will outline semester 1. In the second unit of study (semester 2), we focus on professionalism and workplace skills. During this unit of study, we focus on interview preparation, mock interviews, letters of recommendation, and students work toward a workplace skills certificate in the ACT program called Work Keys. **We use Zoom for whole class meetings, direction instruction, and guided practice. The breakout rooms are used for small group and one-on-one support. The chat feature and Classroom comment feature are used for immediate and individualized feedback on student work.**		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	Standard: W.12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Materials/Resources Needed *List all items the teacher and students will need for the entire*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting		

sequence of instruction (excluding common consumables).	Access to NearPod for content knowledge delivery, guided practice, and peer collaboration during Zoom meeting Access to Jamboard for discussion and presentation of ideas during Zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	Career Exploration - Direct instruction - Guided practice - Modeling - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting	**Phase 1- whole group in Zoom:** Using Jamboard, pose the question: If you could get paid for doing something that you love doing, what would it be? Have students share on the Jamboard their ideas. This lesson focuses on exploring careers based on our personal interests. Instructor shows students how to take the Interest Profiler assessment and use ONET to find two careers that match their interests. The instructor will show students how to determine the required education, job availability, and find local education opportunities to put students on the path. When students are done exploring, they will open their exploration handout in the Google Classroom and fill it in. **Phase 2- whole group and breakout rooms in Zoom:** In breakout rooms, the instructor will meet with each student to discuss how their career exploration is going and provide support as they work on their handouts. Next, the instructor will go over the career exploration report. This report is a reflective essay on the two careers researched. More so, students will determine which one is most appealing and why. Also, students will outline a pathway to this career and reflect on how their perspective about going into a career has changed after doing research. **Phase 3- whole group and breakout rooms in Zoom:** In the Zoom and independently, students will work on a first draft of their report. When they are done, they will submit it and the instructor will give feedback on revisions they need to make. Students will meet with the instructor in a breakout room to discuss the revisions, which are based on assignment guidelines, before resubmitting. Upon submitting a first draft, students will receive half the points. When a final draft is submitted and returned, students will receive remaining points based on how they met the requirements. The report will go in the students' professional portfolio.
2	Personal Narratives - Direct instruction - Guided practice	**Phase 1- whole group in Zoom:** Using Jamboard, pose the question: if you met someone new and wanted to make a good impression, what things would you share about yourself? Students will share general ideas on the Jamboard and discuss them with the class. The topic for this lesson is personal narrative and how

	- Modeling - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Real-World Applications - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - High level thinking questions - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting	we use them to apply for education opportunities. The instructor will use a local college website to review the application process, focusing on the personal essay portion. The instructor will ask the students to share what stands out about the prompt. As an exercise, students will be given three different narratives, and in small groups, they will discuss which of the three would be appropriate to submit. **Phase 2- whole group and breakout rooms in Zoom:** Next, the instructor will go over the directions for writing a personal narrative, what information we should include and what we should leave out. We will review student examples to give current students an idea of how to write their narratives. Students will work independently to draft their personal narrative. When they are done, they will submit for revision guidance. Students will receive half of the points for this first draft. **Phase 3- whole group and breakout rooms in Zoom:** Before making revisions, the students will meet with the instructor in a breakout room to discuss their revisions. They will examine the suggestions, which are based on assignment guidelines, and discuss why the instructor has suggested them. When the meeting is over, students will work on a final version of their narrative. When a final draft is submitted and returned, students will receive remaining points based on how they met the requirements. When the final version is complete, students will add it to their professional portfolio. Additionally, students will conduct brief research into an educational institution that they could see themselves pursuing and reflect on why it is a good fit for them.
3	Resumes and Cover Letters - Direct instruction - Guided practice - Modeling - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - Real world and Career Application - one-on-one support in Zoom through in-document feedback and chat - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting	**Phase 1- whole group in Zoom:** Open up two job postings found on indeed.com and display them for the class. Give the students some time to review both. Next, give them this question: how would you apply for each of these jobs? One requires an application to be filled out and the other does not. Ask them to brainstorm how they would go about applying for the job without the application. Our topic for this lesson is going to be producing resumes and cover letters. In Google Slides, present to the students information on how to construct a resume and tailor a cover letter to a specific job. Students will use a digital graphic organizer to record details that help them distinguish the different sections of the resume from each other, as well as what's expected for each paragraph in the cover letter. **Phase 2- whole group and breakout rooms in Zoom:** For this phase, students will participate in a mock hiring situation. In small groups, students will assume the roles of a hiring committee. They will be analyzing the resumes and cover letters of three potential employees. Using their notes on what's expected for a resume and how to tailor a cover letter, students will collaborate to select the best possible candidate. The instructor will be rotating breakout rooms to address any questions. **Phase 3- whole group and breakout rooms in Zoom:** Using a prepared outline, students will craft their own resumes and cover letters independently. The instructor will be available via breakout rooms and the chat to guide students in determining what information they should use in each section of their documents. When they are done, they will submit it and the instructor will give feedback on revisions they need to make. Students will meet with the instructor in a breakout room to discuss the revisions, which are based on assignment guidelines, before

		resubmitting. Upon submitting a first draft, students will research one job posting on indeed.com that is an entry level position in the career field they want to pursue. They will reflect on how they might be qualified for that position based on their resume details. When a final draft is submitted and reflection is returned, students will receive the points appropriate to the grading criteria. The resume and cover letter will go in the students' professional portfolio.
4	Cost of Living / Plan a Vacation - Direct instruction - Guided practice - Modeling - Flipped classroom - Individualized and student-centered (student-selected topics) - Self-paced - Peer-to-peer collaboration - one-on-one support in Zoom through in-document feedback and chat - Zoom breakout rooms for small group support - Zoom tutoring for extended work time - Immediate guiding feedback on learning - Scaffolded critical thinking tasks - Assignments are designed as graphic organizers - Opportunities for oral reporting	**Phase 1- whole group in Zoom:** In a Jamboard, pose this question to students: If you could go anywhere in the world for a trip, where would it be? Have students share images and locations in the Jamboard. Our next concept is to pretend we are in the careers we've been researching, making a median salary, and are planning a vacation. As part of another discussion, have students brainstorm how they would need to spend their monthly earnings if they were living on their own. Use this to segue into the project. Students will begin by selecting a place they want to live, locally or in a different state. Next, they'll determine how much their basic living expenses will be and how much money is left over each month. After this, they'll plan a one week trip to a destination of their choice and plan each day of the trip. When they are done, students will determine how long it would take them to save for the trip after determining how much they'd be willing to save each month. **Phase 2- whole group and breakout rooms in Zoom:** In this phase, students work independently to fill in their project. The instructor supports by helping students research places to live, determining points of interest on their trip, and currency conversion for international travel. This is a multi-day phase and periodically, we'll pause for students to share what they are learning from planning their trip and exciting parts. **Phase 3- whole group and breakout rooms in Zoom:** In this phase, students will have their project completed and reflect what it was like to plan a trip using the earnings of a desired career. To finalize the project, the instructor will use a rubric to assess how students have demonstrated an understanding of the project. This project will be collected in the professional portfolio.
S. A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students*	The summative assessments for this unit of study are the completed professional documents, the cost of living / vacation project, and the professional portfolio. For each of these items, we use a checklist for completion that all expected requirements have been met at a desired understanding. Examples of assignment guidelines and checklists are below.

	to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

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

Summative Assessment: The Career Exploration Report Guidelines and Grading

Career Exploration Report

Now that you've collected useful information about two careers, it's time to report out what you've learned. This is the first document that will go in your professional portfolio. Below are the criteria you adhere to in your report and how you'll be scored.

Grade: __ / 10

Your report is: titled (1 point) double-spaced (1 point) Font is set to Times New Roman (1 point) Comments:	__ / 3
Your report contains three paragraphs (1 point) Paragraphs are between 4 and 5 sentences (1 point) Comments:	__ / 2
Paragraph 1: introduces two researched careers (1 point) and summarizes what was learned about each (1 point) Comments:	__ / 2
Paragraph 2: make a judgment call. Which of the two seems most appealing and why? (1 point) Comments:	__ / 1
Paragraph 3: Explain why you would be a good fit for your preferred career (1 point). Comments:	__ / 1
You've made at least one round of revisions to add detail or clarify statements (1 point) Comments:	__ / 1

Summative Assessment: The Personal Narrative Guidelines and Grading

Personal Narrative Report Grading

Now that you've learned about why we create personal narratives and how they are used in applying for higher education opportunities, it's time to write one. Below are the criteria you must adhere to when writing your report and how you'll be scored.

Grade: __ / 14

Your narrative is: titled (1 point) double-spaced (1 point) Font is set to Times New Roman (1 point) Comments:	__ / 3
Paragraph 1: 1. An introduction to who you are (name and where you are in your education career). **1 point** 2. Mention what is important to you in life (family, values, work ethic, etc.). **1 point** 3. Mention important attributes (bi-lingual, awards, etc.). **1 point** 4. Mention favorite subjects to study in school. **1 point** 5. Mention extracurricular activities. **1 point** Comments:	__ / 5
Paragraph 2: 1. Mention your interest profiler results. **1 point** 2. Mention the career you are interested in pursuing. **1 point** 3. Mention where you may want to go to school for that career. **1 point** 4. Mention what classes you are interested in taking on the career pathway. **1 point** 5. Thank the reader for taking the time to read your narrative. **1 point** Comments:	__ / 5
You've made at least one round of revisions to add detail or clarify statements (1 point) Comments:	__ / 1

Summative Assessment: Resume Guidelines and Grading

The Resume

Now that we've learned how and why we create a resume, it's time to do just that. Below are the criteria you adhere to in your resume and how you'll be scored.

Grade: __ / 18

Section 1: Personal Identifiers Name (1 point) Good contact number (1 point) Good physical or email address (1 point) Comments:	__ / 3
Section 2: The Objective Your objective reflects what you are able to offer as an employee (1 point) Comments:	__ / 1
Section 3: Education You mention your highest educational achieve starting with high school and your expected graduation date (2 point) Comments:	__ / 2
Section 4: Work Experience You list at least one work experience that includes dates of employment and three responsibilities (5 point) Comments:	__ / 5
Section 5: Related Skills You've selected three soft skills to mention (3 point). Comments:	__ / 3
Section 6: References You've selected three professional references with good contact info (3 point) Comments:	__ /3
You've made at least one round of revisions to add detail or clarify any of the writing (1 point)	__ / 1

Summative Assessment: Cover Letter Guidelines and Grading

Cover Letter

Now that we've learned what cover letters are and how they are used, it's time to write one. Below are the criteria you adhere to in your report and how you'll be scored.

Grade: __ / 16

Your cover letter Has your personal identifiers (1 point) Properly dated (1 point) Addressed to a recipient (1 point) Comments:	__ / 3
Paragraph 1: Introduce yourself. 1 point Mention the available position. 1 point Mention how you found the position listing. 1 point Mention why you are interested in the position. 1 point Comments:	__ / 4
Paragraph 2: Mention why you would be a good fit for this position. 1 point Mention your related work experience. 1 point Mention your soft skills and hard skills. 1 point Make a statement about how you'll use these attributes to be an effective employee of the company. 1 point Comments:	__ / 4
Paragraph 3: Say thank you for reading your letter. 1 point Mention that you've included your resume for review. 1 point Mention that you're looking forward to the next steps. 1 point Mention your contact info. 1 point Comments:	__ / 4
You've made at least one round of revisions to add detail or clarify statements (1 point) Comments:	__ / 1

Summative Assessment: Cost of Living (Planning a Vacation!) Grading

Cost of Living (Let's Plan a Vacation!) Project

We've been doing a good amount of research into potential careers we'd like to pursue after high school. One of the cool things about selecting a career is that you get to pick where you want to live and plan trips for yourself. Below are the criteria you adhere to when completing your project and how you'll be scored.

Grade: __ / 25

Background information: You've listed your potential career (1 point) You've listed a median salary for this career (1 point) You've broken down the salary into monthly wages (1 point) Comments:	__ / 3
Living arrangements: You've determine a rent budget that does not exceed 30% of your monthly wages (1 point) You've researched and selected an apartment to rent and explain why (1 point) You've explained why you've selected the desired city (1 point) Comments:	__ / 3
Amount to budget for a trip after living expenses are paid: **Monthly wages - living expenses = (3 points) Comments:	__ / 3
Trip travel details: You've selected a destination (1 point) You've determine airfare costs (1point) You've determined hotel accommodations for your trip (1 point) Comments:	__ / 3
Excursions: You've planned for five days worth of excursions including cost of admissions and one place to eat each day. (10 points). Comments:	__ / 10
Timeframe to save: You've determined how long it would take to save the required amount of money to take this trip (1 point)	__ / 1
Reflection statement: You've reflected on what was learned about planning a vacation once in a career.	__ / 1
You've made at least one round of revisions to add detail or clarify statements (1 point) Comments:	__ / 1

Summative Assessment: Professional Portfolio Checklist and Grading

Professional Portfolio Checklist and Grading

Below are the documents that should be in your portfolio. These documents need to be final versions. This collection of work will demonstrate your high level understanding of what these documents are, how to construct them, and why we do so.

Grade: __ / 6

A cover page that captures your professional endeavors and expected graduation date	__ / 1
The Career Exploration Report Comments:	__ / 1
The Personal Narrative Comments:	__ / 1
The Resume Comments:	__ / 1
The Cover Letter Comments:	__ / 1
The Cost of Living / Plan a Trip Project Comments:	__ / 1

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

Grade Level	10th	**Content Area**	Mathematics
Course Title (grades 9–12 Only)	Integrated Math 2		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Key parts: ● Higher-level thinking, problem-solving and life applications, discussion, online direct instruction ● Suggested timelines, multiple chances at summative assessments		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	Big Idea 1: Geometry Basics (Definitions and Tools) 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. **(M)** G-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; Standards of Mathematical Practice 5. Use appropriate tools strategically 6. Attend to precision		
Materials/Resources Needed *List all items the teacher and students will need for the entire* *sequence of instruction (excluding common consumables).*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting Access to outside websites: YouTube, Desmos, Geogebra, etc…		

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	Lesson 1: Writing Definitions Writing Definitions (Day 1): Widgets, Lines, and Angles ● Large group guided inquiry in Jamboard ○ This introduces students to the idea of an example and a nonexample, and puts them on a path of being able to write an "airtight" definition based on what they see (and don't see) in the examples (and nonexamples) ● Graphic organizer / Cornell notes: Direct instruction to review definitions of: ○ Line, line segment, and ray ○ Angles: Acute, Right, Obtuse, Straight and Reflex Writing Definitions (Day 2): Polygons (triangles, quadrilaterals, etc..) ● Individual discovery / inquiry-based learning in the assignment Writing Definitions in Geometry where students are tasked with writing their own definitions and are given counterexamples by the teacher (and other students) when their definition is missing something (for example, when a student writes, "a quadrilateral is a shape with four sides" a counterexample can be given with a four-sided, open shape helping the student understand how important it is to state that a quadrilateral is a specific kind of shape: a polygon (SMP #6) ● Teacher monitors students' work individually by having each student's google doc open, jumping between each student, giving feedback in the document through comments and pasted counterexample pictures, and using the Zoom breakout rooms as necessary to field questions and to provide direct instruction ● Using technology to draw geometric objects (SMP #5)	Lesson 1: Writing Definitions Writing Definitions (Day 1): Widgets, Lines, and Angles ● Students add stickies in response as they are guided the through the activity: Jamboard - Widgets (25 mins) with the goal of being able to write a definition for a Widget that is "airtight" (no one can provide a counterexample to the definition) ● Students take notes as the teacher instructs directly on the basic geometric objects that are foundational to the rest of this unit: line, line segment, ray, and the five angles (35 mins) ○ Note: students are informally introduced to the idea of a sketch as they sketch the object and write its definition into their cornell notes ● Exit ticket (10 mins) ○ Students are tasked with sketching an object based on a given description: (example: sketch ray xy, line xz, and line segment pz with appropriate intersections) and submitting a screenshot or picture of that sketch Writing Definitions (Day 2): Polygons (triangles, quadrilaterals, etc..) ● Students open the assignment, Writing Definitions in Geometry where they are presented with examples and nonexamples for the following objects (in order): widgets, polygons, triangles, and quadrilaterals (20-30 mins) ○ Note: students use the Widget example to review with the teacher from the previous day on how to write an "airtight" definition. ● If students finish those objects early, they are given an extension with more geometric objects: triangles defined by angle (acute, obtuse), triangles definition by side (scalene, isosceles, equilateral) and more advanced objects: regular polygons, polyhedron (20-30 mins) ● Exit ticket: (15 mins) ○ Students are given a definition for one of the following objects: pentagon, hexagon, or heptagon and are tasked with using Geogebra to draw an example (and non example), placing at

		least one screenshot of both
2	Lesson 2: Introduction to Geometric Tools Sketching and Drawing (Day 1): Basics - Geometric Designs ● To encourage students to use the tools in a way that promotes innovation and kinesthetic problem solving rather than memorization, we use art to introduce the tools for sketching, drawing, and constructing ● Modeling: teacher models how to start a Geometric Line Design using the Line Segment tool on Geogebra Sketching and Drawing (Day 2): Basics - Sketching and Drawing Lines and Angles ● One on one coaching and guided practice using technology to sketch and draw geometric objects ● Teacher provides direct instruction and asks students to share screen and volunteer examples since there are many different ways to correctly sketch or draw a given object Sketching and Drawing (Day 3): Sketching and Drawing Polygons ● One on one coaching and guided practice using technology to sketch and draw geometric objects ● Teacher provides direct instruction and asks students to share screen and volunteer examples since there are many different ways to correctly sketch or draw a given object	Lesson 2: Introduction to Geometric Tools Sketching and Drawing (Day 1): Basics - Geometric Designs ● Students open the assignment: Geometric Designs ● Students complete the first two designs (line design and rotating square) and use the third one to create their own design using any of the tools learned in the first two designs: line segment, polygon, transformation (rotation), or when ready, the circle with center tool Sketching and Drawing (Day 2): Basics - Sketching and Drawing Lines and Angles ● Students are given the definitions and asked to use Geogebra to sketch, and then draw (including measurements of line segments and angles) the following objects. ○ Basic - Line, line segment, and ray; ○ Intermediate - Angles: Acute, Right, Obtuse, Straight and Reflex Sketching and Drawing (Day 3): Basics - Sketching and Drawing Lines and Angles ● Students open the assignment Sketching and Drawing Polygons and where they are asked to use Geogebra to sketch, and then draw (including measurements of sides and angles) the following objects given their definitions. ○ Basic: Polygon, triangle, quadrilateral ○ Intermediate: Right triangle, equilateral triangle, and isosceles triangle ○ Advanced: Rhombus, rectangle, square
3	Lesson 3: Construction Tools Construction Tools (Day 1): Geometric Designs (Part 2) - Flower of Life ● Modeling: teacher models how to start the Flower of Life in Geogebra. The goal is for students to gain muscle memory in repeatedly copying segments using the compass (circle) tool	Lesson 3: Construction Tools Construction Tools (Day 1): Geometric Designs (Part 2) - Flower of Life ● Students open the assignment Geometric Designs (Part 2) - Flower of Life where they are asked to create a Flower of Life in Geogebra that is at least two layers thick. Students may explore 3, 4, or 5 layers if they have time

S.A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column,* *describe the Summative Assessment Items that will allow students*	See below

	to demonstrate mastery of the rigor of the standard/components *identified as the focus of review, and the context in which the items will be administered.*	

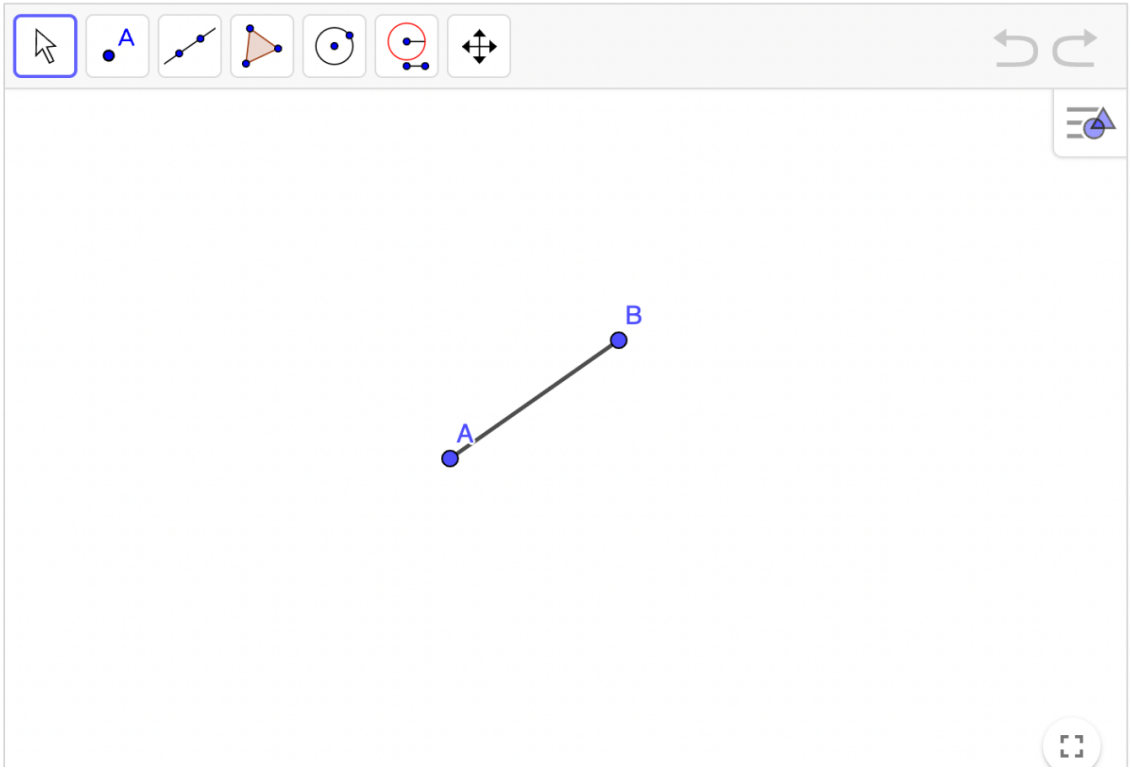
Summative Assessment Items and Scoring:

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

Summative assessment (Constructing an Equilateral Triangle)

In this summative assessment item, students must demonstrate proficiency in copying a line segment using the compass tool

Given the segment below, use Compass and Straightedge moves to construct an equilateral triangle. [Hint: Start with a circle, add more circles the same size...]



Explain how you know your Triangle is EQUILATERAL.

Aa π Type your answer here...

Scoring (and answer key)

Novice:

- The student either sketches or draws the equilateral triangle instead of constructing it, leaves the space blank, or the construction is incorrect
- The student's explanation is either blank or doesn't have either of the following components
  - understanding that using the compass tool to copy the segment ensures that the other two sides will be congruent
  - intersection of two copied side lengths using the compass tool finds the point equidistant to the endpoints of the given segment

Nearing proficiency:

- The student is able to use the compass and straightedge tools to correctly construct an equilateral triangle BUT
- The student's explanation is either blank or **doesn't have** either of the following components
    - understanding that using the compass tool to copy the segment ensures that the other two sides will be congruent
    - intersection of two copied side lengths using the compass tool finds the point equidistant to the endpoints of the given segment

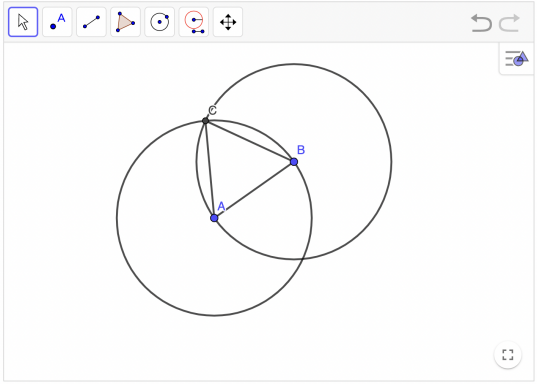
Proficient:

- The student is able to use the compass and straightedge tools to correctly construct an equilateral triangle AND
- The student's explanation has **some** of the following components:
    - understanding that using the compass tool to copy the segment ensures that the other two sides will be congruent
    - intersection of two copied side lengths using the compass tool finds the point equidistant to the endpoints of the given segment

Advanced:

- The student is able to use the compass and straightedge tools to correctly construct an equilateral triangle AND
- The student's explanation has **all** of the following components:
    - understanding that using the compass tool to copy the segment ensures that the other two sides will be congruent
    - intersection of two the two copied side lengths finds the point equidistant to the endpoints of the given segment

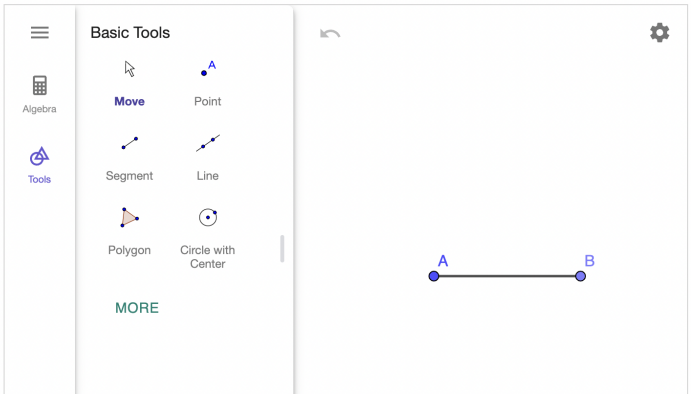
Solution:



Summative assessment (Constructing a Perpendicular Bisector)

In this summative assessment item, students must demonstrate proficiency in using the compass tool to bisect a segment at a 90-degree angle

Given the segment below, use circles to construct a perpendicular bisector. Afterwards, check whether your construction is actually a perpendicular bisector.

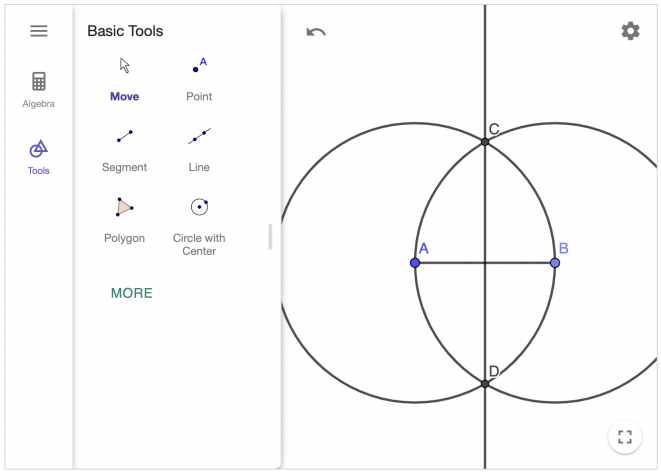


Check for Understanding

How will you know if you made a perpendicular bisector?

Aa π Type your answer here...

Solution:



Scoring (and answer key)

Novice:

- The student either sketches or draws the perpendicular bisector instead of constructing it, leaves the space blank, or the construction is incorrect
- The student's explanation is either blank or doesn't have either of the following components
    - that line CD intersects line segment AB at its midpoint at a 90 degree angle
    - an understanding that the points A or B could be dragged and the perpendicular bisector stays rigid

Nearing proficiency:

- The student is able to use the compass and straightedge tools to correctly construct a perpendicular bisector BUT
- The student's explanation is either blank or **doesn't have** either of the following components
    - that line CD intersects line segment AB at its midpoint at a 90 degree angle
    - an understanding that the points A or B could be dragged and the perpendicular bisector stays rigid

Proficient:

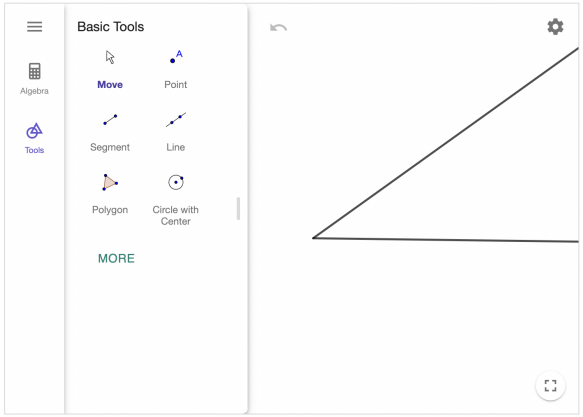
- The student is able to use the compass and straightedge tools to correctly construct a perpendicular bisector AND
- The student's explanation has **some** of the following components:
    - that line CD intersects line segment AB at its midpoint at a 90 degree angle
    - an understanding that the points A or B could be dragged and the perpendicular bisector stays rigid

Advanced:

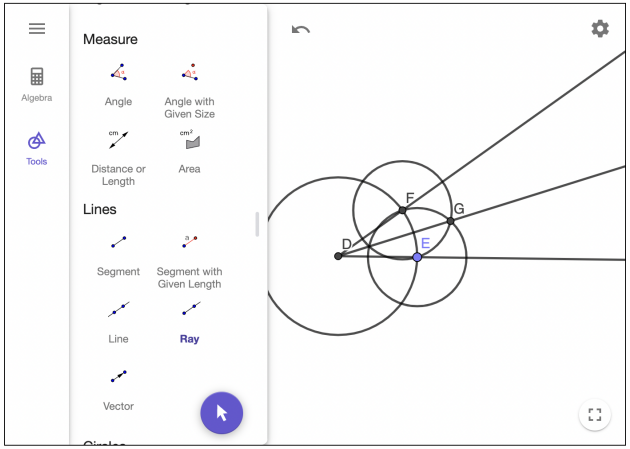
- The student is able to use the compass and straightedge tools to correctly construct a perpendicular bisector AND
- The student's explanation has **all** of the following components:
    - that line CD intersects line segment AB at its midpoint at a 90 degree angle
    - an understanding that the points A or B could be dragged and the perpendicular bisector stays rigid

Summative assessment (Angle Bisector)

Given the angle below, construct an angle bisector. Afterwards, check whether you bisected the angle.



Solution



Check for Understanding

How will you know if you bisected an angle?

Type your answer here...

Scoring (and answer key)

Novice:

- The student either sketches or draws the angle bisector instead of constructing it, leaves the space blank, or the construction is incorrect
- The student's explanation is either blank or doesn't have either of the following components
    - that ray DG bisects angle FDE
    - an understanding that the points F or E could be dragged and the angle bisector stays rigid

Nearing proficiency:

- The student is able to use the compass and straightedge tools to correctly construct a angle bisector BUT
- The student's explanation is either blank or **doesn't have** either of the following components
    - that ray DG bisects angle FDE
    - an understanding that the points F or E could be dragged and the angle bisector stays rigid

Proficient:

- The student is able to use the compass and straightedge tools to correctly construct a angle bisector AND
- The student's explanation has **some** of the following components:
    - that ray DG bisects angle FDE
    - an understanding that the points F or E could be dragged and the angle bisector stays rigid

Advanced:

- The student is able to use the compass and straightedge tools to correctly construct a angle bisector AND
- The student's explanation has **all** of the following components:
    - that ray DG bisects angle FDE
    - an understanding that the points F or E could be dragged and the angle bisector stays rigid

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

Grade Level	11th	**Content Area**	Mathematics
Course Title (grades 9–12 Only)	Integrated Math 3		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Key parts: ● Higher-level thinking, problem-solving and life applications, discussion, online direct instruction ● Suggested timelines, multiple chances at summative assessments		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	Big Idea 2: Systems of Equations (Advanced) A-REI.B.4 Solve quadratic equations in one variable. b.Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. **(M)** A-REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. A-REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$. Standards of Mathematical Practice 3. Construct viable arguments and critique the reasoning of others 5. Use appropriate tools strategically 6. Attend to precision		
Materials/Resources Needed *List all items the teacher and students will need for the entire* *sequence of instruction (excluding common consumables).*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting Access to outside websites: YouTube, Desmos, Geogebra, etc…		

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	Lesson 1: Linear Systems Linear Systems (Day 1): Systems of Equations Riddles ● Hook: The teacher welcomes students to class by asking them if they know the difference between a llama and an ostrich :) (pictures are shown if necessary). Then a riddle is presented. Students are asked to listen and not take notes. ● Students ask clarifying questions and take guesses ● Strategic grouping & peer teaching / collaboration ○ Students placed in pre-determined groups with a focus on skill levels being different (within one grade level), but not drastic (ie a student who is at the 7th grade level would not be placed with a student at the 11 grade level) ○ As students work together, naturally different ways to write and to solve (elimination, substitution) will be discussed. Students may try their own method (which should show up in the Google Doc in their chosen color), that may or may not match their partner's method. The hope is that they see that there are multiple methods to solve a problem like this (SMP #3) Linear Systems (Day 2): Systems of Equations Riddles	Lesson 1: Linear Systems Linear Systems (Day 1): Systems of Equations Riddles ● Students hear a riddle (5 mins): RIDDLE: Raul and Esteban just started working at their uncle's farm on the weekends. Their first task was to count the ostriches and llamas. When they reported to their uncle, Raul said, "I counted 20 heads." Esteban added, "I counted 62 legs." Their uncle said, "What!?! I need to know how many of each!??!" Can you give me a call after dinner and let me know your answer?" Raul and Estevan have no idea. Can you help them? ● Students ask clarifying questions, and put forth guesses (10 mins) ● Each student is placed into a breakout room with two other students. They are asked to open the assignment - Systems of Equations Riddles, a Google Doc for which there is only one copy for the group (20 mins) ○ Note: students must choose a font color to use for their contribution/work on the assignment ● Students work together to solve the Ostrich - Llama riddle and once that is solved the teacher pastes a new riddle into their assignment (see the assignment above for the next riddle: Through the Looking Glass) (35 mins for additional riddles…students get as many done as possible) Linear Systems (Day 2): Systems of Equations Riddles

	• Strategic grouping & peer teaching / collaboration • The teacher monitors each group's work by having their google doc open, jumping between each group, giving feedback in the document through comments and highlights. The teacher enters zoom breakout rooms as necessary to field questions and to provide direct instruction or examples / suggestions	• Students finish previous day's riddles (30-40 mins) and request a summative assessment once the group feels like each member is ready to do a riddle on their own • Summative assessments items (see below) done individually (30-40 mins)
2	Lesson 2: Solving Systems of Equations Algebraically and Using Graphs to Check Work (Lines and Parabolas) Systems of Equations (Day 1) • Hook: Students are given a riddle in a Jamboard and asked to write two equations that could be used to solve it • The teacher monitors students' work individually by having each student's google doc open, jumping between each student, giving feedback in the document through comments and highlights. Zoom breakout rooms are used as necessary to field questions and to provide direct instruction	Lesson 2: Solving Systems of Equations Algebraically and Using Graphs to Check Work (Lines and Parabolas) Systems of Equations (Day 1) • Students use Jamboard to anonymously paste their equations (10-15 mins) • Students open the assignment, Systems of Equations (45 mins). At first they see only the green section, and they have license to start on whichever problem feels challenging, but not impossible. Once they are satisfied with their mastery of the green section, they ask for a GREEN CHECK problem. Each student is given a slightly different problem to do independently and without support from the teacher or other students. This continues for the yellow and red sections (which stay hidden until the previous section is completed) ○ Note: Students use Desmos to check their work (SMP #5) or plug their answers back into the original equations to check (SMP #6) • Summative Assessments (15 mins)
3	Lesson 3: Solving Systems of Equations Algebraically and Using Graphs to Check Work (Lines and Circles) • The teacher monitors students' work individually by having each student's google doc open, jumping between each student, giving feedback in the document through comments and highlights. Zoom breakout rooms are used as necessary to field questions and to provide direct instruction	Lesson 3: Solving Systems of Equations Algebraically and Using Graphs to Check Work (Lines and Circles) • Students open the assignment, Systems of Equations (Part 2) (45 mins). At first they see only the green section, and they have license to start on whichever problem feels challenging, but not impossible. Once they are satisfied with their mastery of the green section, they ask for a GREEN CHECK problem. Each student is given a slightly different problem to do independently and without support from the teacher or other students. This continues for the yellow and red sections (which stay hidden until the previous section is completed) ○ Note: Students use Desmos to check their work (SMP #5) or plug their answers back into the original equations to check (SMP #6)

S.A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students*	See below

	to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

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

Summative assessment (Systems of Equations Riddles)

Items to be done individually at end of Day 2, without instruction or support: Directions. Write and solve a system of equations to solve the riddle! **Ihm wants you to guess what's in her wallet. She tells you she only has $5s and $20s and tells you there are 6 bills, amounting to $90.** **Tell us exactly what's in her wallet:**	*Scoring* *Novice: Student is unable to write or solve a system of equations for green* *Nearing Proficiency: Student is able to write and solve a system of equations for green* *Proficient: Student is able to write and solve a system of equations for green AND yellow* *Advanced: Student is able to write and solve a system of equations for green AND yellow AND red*

Directions. Write and solve a system of equations to solve the riddle!

At a restaurant the cost for a breakfast taco and a small glass of milk is $2.10. The cost for 2 tacos and 3 small glasses of milk is $5.15. How much does each cost individually?

Directions. Write and solve a system of equations to solve the riddle!

The larger of two numbers is 5 more than twice the smaller. If the smaller is subtracted from the larger, the result is 12. Find the numbers.

Solutions:
Green
$x + y = 6$
$5x + 20y = 90$
(2 $5s and 4 $20s)

Yellow
$x + y = 2.10$
$2x + 3y = 5.15$
Tacos: $1.15
Milk: $0.95

Red
$y = 5 + 2x$
$y - x = 12$
larger: 19
smaller: 7

Summative assessment (Solving Systems of Equations Algebraically)

Directions: **Use the substitution or combination method** to solve the system of equations. Check your work by graphing the two equations on Desmos and finding their intersection(s)

(Note: Some problems may have more than one answer)

$y = 2x$
$-5x + 3y = -1$

$y = x$
$y = x^2 - 6$

$4x - y + 2z = 6$
$y + 4z = 2$
$2y = 4$

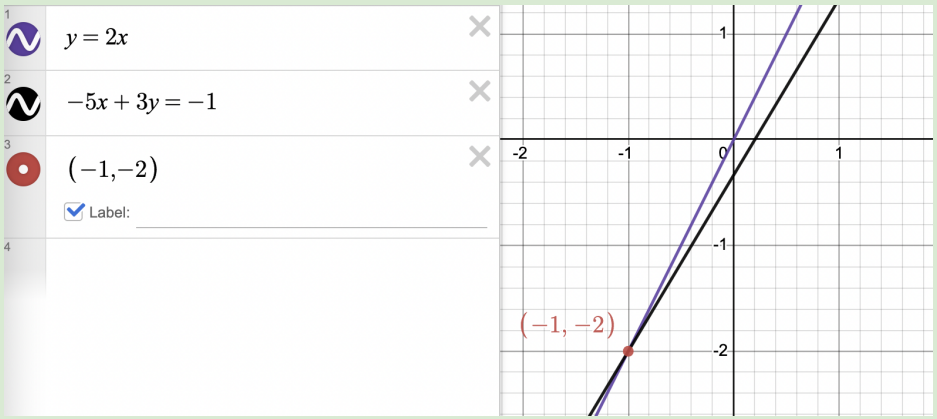
Scoring:
Novice: Student is unable to write or solve a system of equations for green
Nearing Proficiency: Student is able to write and solve a system of equations for green
Proficient: Student is able to write and solve a system of equations for green AND yellow
Advanced: Student is able to write and solve a system of equations for green AND yellow AND red

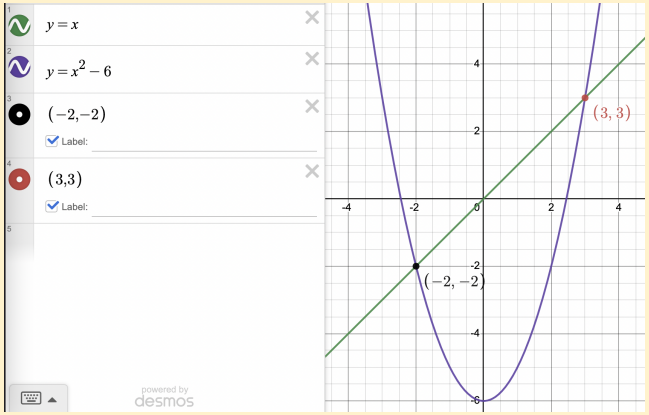
Solutions

$y = 2x$
$-5x + 3y = -1$

$-5x + 3(2x) = -1$
$-5x + 6x = -1$
$x = -1$
$y = 2x$
$y = 2(-1)$
$y = -2$

$(-1, -2)$



$y = x$ $y = x^2 - 6$	
$x = x^2 - 6$ $0 = x^2 - x - 6$ Use quadratic formula or factor $0 = x^2 - x - 6$ $0 = (x - 3)(x + 2)$ $x = -2 \text{ or } x = 3$ Substitution If x = -2, then substitute $y = x$ $y = -2$ $(-2, -2)$ Substitution If x = 3 then substitute $y = x$ $y = 3$ $(3, 3)$	

$4x - y + 2z = 6$ $y + 4z = 2$ $2y = 4$	
$2y = 4$ $y = 2$ $y + 4z = 2$ $2 + 4z = 2$ $4z = 0$ $z = 0$	No graphical solution (as Desmos does not graph three variables). Students would need to plug their solutions back into the original equations to check their work

$4x - y + 2z = 6$ $4x - 2 + 2(0) = 6$ $4x - 2 = 6$ $4x = 8$ $x = 2$ $(2, 2, 0)$	

Summative assessment (Solving Systems of Equations Graphically)

Find the intersection of the two circles. Include a graph of your solution:

$x^2 + y^2 - 2x + 4y - 11 = 0$ *and* $x^2 + y^2 + 4y + 2y - 9 = 0$

Solution:

Subtract the two equations:

$(x^2 + y^2 - 2x + 4y - 11) - (x^2 + y^2 + 4y + 2y - 9)$

$- 6x + 2y - 2$

Set equal to zero and solve for y

$- 6x + 2y - 2 = 0$

$2y = 6x + 2$

$y = 3x + 1$

Substitute into the first equation

$x^2 + y^2 - 2x + 4y - 11 = 0$

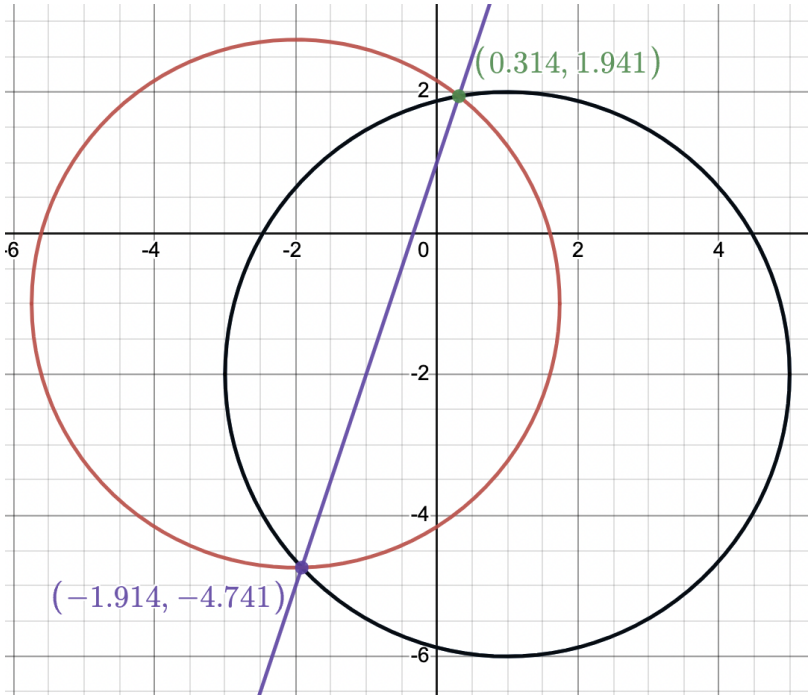
$x^2 + (3x + 1)^2 - 2x + 4(3x + 1) - 11 = 0$

Simplify and solve for x using the quadratic formula

$5x^2 + 8x - 3 = 0$

$x = \frac{-4}{5} \pm \frac{\sqrt{31}}{5}$

$y = \frac{-7}{5} \pm \frac{3\sqrt{31}}{5}$



Novice: Student is not able to solve the system algebraically or graph its solution

Nearing proficiency: Student is able to solve the system graphically and estimate the solution

Proficiency: Student is able to solve the system algebraically but is unable to check work by graphing the solution precisely

Advanced: Students is able to solve the system both algebraically and graphically and to use the graph to check the solution

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

Grade Level	12th	**Content Area**	Mathematics
Course Title (grades 9–12 Only)	Statistics and Probability		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Key parts: ● Higher-level thinking, problem-solving and life applications, discussion, online direct instruction ● Suggested timelines, multiple chances at summative assessments		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	Big Idea 1: Introduction to Probability and Statistics **(M)** S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. Standards of Mathematical Practice 3. Construct viable arguments and critique the reasoning of others 5. Use appropriate tools strategically 8. Look for and express regularity in repeated reasoning		
Materials/Resources Needed *List all items the teacher and students will need for the entire* *sequence of instruction (excluding common consumables).*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting Access to outside websites: YouTube, Desmos, Geogebra, etc…		

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

1	Lesson 1: Statistics in Action (Age Discrimination) Statistics in Action (Age Discrimination): Layoffs ● Large group guided inquiry in Jamboard ○ Think, pair, share on slides 2, 3, and 4 (randomly pairing students into Zoom breakout rooms) ○ This introduces students to some foundational statistical concepts: ■ Cases ■ Variables (units) ■ Population vs Sample ■ Inference ● Individual instructional review to set up tomorrow's class. Practice with: ○ Finding averages, mean, median, and mode ○ Finding the probability	Lesson 1: Statistics in Action (Age Discrimination) Statistics in Action (Age Discrimination): Layoffs ● Students open the Jamboard - Statistics in Action - Layoffs (40 mins) ○ Students use the data to identify the: ■ cases: workers ■ possible variables: birthday, pay status (hourly or salary), age (years), etc.. ○ Students begin making inferences (SMP #3) based on the data with the teacher guiding them towards using a statistical tool (summary statistic: mean) which might support us in making a more sound inference ○ Students should notice, after taking the averages of the hourly workers who were laid off that they were abnormally older! But was it a coincidence? Was it on purpose? How could we know? ● Students open the assignment Probability and Statistics Review, completing the exercises and submitting on the Google Classroom when finished (30 mins)
2	Lesson 2: Playing it Safe by Taking Chances (Random Sampling) Random Rectangles ● Inquiry / Discovery ○ Ask students what they see (rectangles of different sizes!) ○ Ask students to really, really, really study the page. Challenge them! Who can pick out the five rectangles that best represent the entire page?? Who can be the most accurate?? ○ Give students time to pick their five rectangles and to summarize their pick with a statistic: the average (mean) ○ Now…show students how they can use a random number generator to simulate randomly choosing five rectangles (SMP #5). ○ Share with students the population data: average (mean) of all 100 rectangles. ○ Take the average of all students random samples and share how close it is to the population mean (SMP #8) ○ Think, pair, share the following questions: ■ Which sampling technique was more accurate? Picking 5 on our own or	Lesson 2: Playing it Safe by Taking Chances (Random Sampling) Random Rectangles ● Students open the Assignment - Random Rectangles and follow along as the teacher walks them through the activity (35 mins) ○ Students: ■ Study the page of rectangles ■ Point out that some rectangles are very big, some small, and some in between ■ Give specific examples of areas (for example: Rectangle #7 is 12 square units, rectangle #44 is 1 square unit, and Rectangle #90 is 16 square units) ○ Students take their own convenience sample, making sure to really, really, really focus to find the five rectangles that should represent the whole group :), then find the average size to summarize their sample ○ Students take a simple random sample using a random number generator, then find the average size to summarize their sample ○ Individually think about why the samples produced two distinct results, one clearly more accurate than the other and sharing with a partner and then the whole group whey they think that happened ● Students take notes as the teacher instructs directly on the three sampling techniques, their specifics along with their pros and cons (35 mins)

	randomly selecting 5? Why? ○ Introduce the idea of sampling (convenience) bias ● Graphic organizer / Cornell notes: Direct instruction to teach definitions of: ○ Simple Random Sample ○ Stratified Random Sample ○ Cluster Sample	
3	Lesson 3: How to Sample and How Not To (Sampling Bias) ● Hook/Large Group discussion: Present students with a picture of a big pot of green chile stew. Ask them: Would you need to eat this entire pot to know if it tastes good or not? ● Direct instruction to introduce students to the concepts of: census vs sample and ask students to anonymously give their answers on the jamboard ● Graphic organizer / Cornell notes: Direct instruction to teach examples of Sample Bias ○ Confirmation bias ○ Convenience sample bias ○ Judgment bias ○ Non response bias ○ Voluntary response bias	Lesson 3: How to Sample and How Not To (Sampling Bias) ● Students discussion in large group (20 mins) ● Students move to Jamboard - Census or Sample? ● Students take notes as the teacher instructs directly on the types of Sample Bias, noting the key similarities and differences of each (35 mins) ● Students complete Exit Ticket / Summative Assessments (15 mins)
4	Lesson 4: Statistics in Action (Age Discrimination) Statistics in Action (Age Discrimination) (Day 1): Conclusion ● Individual discovery / inquiry-based learning ● Large group discussion/Q&A	Lesson 4: Statistics in Action (Age Discrimination) Statistics in Action (Age Discrimination) (Day 1): Conclusion ● Students (independently and without support) run their own simulation to determine if Robert Martin does in fact have a case of age descrimination (35 mins) Large group debrief (35 mins) ● Students watch as the teacher explains the conclusion: (they settled out of court, but by law under 2.5% is enough to prove discrimination)
S.A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column,* *describe the Summative Assessment Items that will allow students*	See below

	to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

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

Summative assessment (Random Sampling)

Item: Suppose you wanted to collect data on the number of pets each of the students at our school have at home. You recognize that you don't have time to ask all 200 students. Pick two of the following sampling techniques and describe how you would use them to randomly sample and ask your classmates: Simple Random Sample, Stratified Random Sample, Cluster Sample. Your job is to demonstrate your understanding of that technique by giving as many specific details as possible about how you would execute the sample (including the sample size) including at least one pro and one con for each.

Scoring:

Technique	**Simple Random Sample**	**Stratified Random Sample**	**Cluster Sample**
Solutions	Features ● Entire population is listed and numbered. ● A random number generator is used to select a sample ● Sample size is significant enough (at least 10%) Pros ● Represents the population	Features ● Population is broken into strata (students could choose gender, grade, etc..) ● A random number generator is used to select a sample from that strata ● Sample size is significant enough (at least 10%)	Features ● Population is looked at in natural clusters (example: zoom classes) ● Clusters are numbered and a random number generator is used to select multiple clusters. All students in cluster are sampled ● Sample size is significant

	● Is quick and easy if finding a list is quick and easy Cons ● May be difficult to obtain list (requires help)	Pros ● Represents the population ● Gives you more power to randomly sample pockets of population Cons ● Takes more time and resources to force population into unnatural groups	enough (at least 10%) Pros ● Represents the population ● Already available clusters are more convenient ● Gives you more power to randomly sample pockets of population Cons ● Can be biased if not enough clusters are chosen (two senior classes, for example)
Novice	Response either doesn't show an understanding of the technique or is lacking identifiable examples for the features, pros and cons for one or both techniques chosen		
Nearing Proficiency	Has at least one of the features, pros, and cons for both techniques chosen		
Proficient	Has some or most of the features, pros and cons but not all for both techniques chosen		
Advanced	Has most, if not all of the features, pros and cons for both techniques chosen		

Summative assessment (How to Sample and How Not To: Sampling Bias)

Directions: Read each scenario. **Identify the population group and sample units** and **give one** type or bias and **explain**. Tell how/why the sample won't represent the population. Explain the overrepresentation (or under representation)

Example Items

A large newspaper wants to know if people are getting the first COVID vaccine.

From January, 2021 to May, 2021 a large survey on Facebook (about 250,000 responses per week) asked people if they had gotten the first shot.

Over 70% of people answered yes.

(source: Nature.com)

Solution:
Population: "all people"; Sample: the 250,000 respondents

One type of bias: voluntary response bias
Reason: Only the people who are on Facebook and feel compelled to have an opinion will take the survey
Under/over representation: In this situation, the people who had concerns about the vaccine did not take the survey. Because of that, the yes answers were overrepresented and the no answers were underrepresented.

Scoring:
Novice: Student is unable to correctly identify the sampling bias
Nearing Proficiency: Student is able to correctly identify the sampling bias, but is unable to explain or give examples of over/under representation
Proficient: Student is able to correctly identify the sampling bias, and is able to explain OR give examples of over/under representation (but not both)
Advanced: Student is able to correctly identify the sampling bias, and is able to explain AND give examples of over/under representation

Summative assessment (Making Inferences from a Random Sample)

Explanation: In round 2 of the Westvaco layoffs, three workers were laid off and seven retained. The three workers who were laid off averaged 58 years old. The company claimed they did not lay the workers off based on their age and that the abnormally high average age was an unfortunate coincidence. Robert Martin claimed they laid he and the other two workers off because of their age.

In this item, the students are tasked with independently running a simulation to test Westvaco's claim. They use a random number generator to generate at least 10 samples and use their data to make an inference.

Scoring:

Novice: The students are either unable to complete the simulation, or they complete the simulation and aren't able to find the experimental probability needed to make an inference. (Example: Students correctly simulate laying off three workers successfully ten times, but aren't sure what to do with the data)

Nearing proficiency: Students complete the simulation and are able to find the experimental probability to match their data. Their inference is vague and lacking detail. (Example: "Yes, Mr. Martin has a case because in my simulation it didn't have very much")

Proficient: Students complete the simulation and are able to find the experimental probability to match their data. Their inference has some detail. (Example: "Yes, Mr. Martin has a case because in my simulation it only happened 1 time out of 10.")

Advanced: Students complete the simulation and are able to find the experimental probability to match their data. They recognized the opportunity to sample more than ten times and did so. Their inference is very detailed, citing specific examples from their data. (Example: Yes, Mr. Martin has a very strong case. In my

simulation, workers averaging 58 years old or older were only randomly laid off 1 time out of 25. That's only 4%. It seems unlikely that that happened by chance.)

Using a random number generator, simulate randomly laying off three people to see how often we get an average age of 58 or higher. Feel free to add more rows to this table if you would like to sample more than ten times. Put your data here:

Simulation #	Ages of three employees randomly chosen:	Average Age
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Find your experimental probability:

P (58 or higher) =

CONCLUSION

Looking at our data, does Mr. Martin have a case? Why? Why not?

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

Grade Level	11	**Content Area**	Science
Course Title (grades 9–12 Only)	Integrated Science 3 Semester 2		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	**We use Zoom for whole class meetings, direction instruction, and guided practice, Higher-level thinking, problem-solving and life applications, discussion, online direct instruction. The breakout rooms are used for small group and one-on-one support. The chat feature and Classroom comment feature are used for immediate and individualized feedback on student work. Suggested timelines, multiple chance to learn and resubmit on assignments.**		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	**(M)** HS-LS2-7 NM. Using a local issue in your solution design, describe and analyze the advantages and disadvantages of human activities that support the local population such as reclamation projects, building dams, and habitat restoration.* Science and Engineering Practices: Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • **Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade off considerations.** Disciplinary Core Ideas: LS2.C: Ecosystem Dynamics, Functioning, and Resilience. Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. LS4.D: Biodiversity and Humans • Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (secondary)		

	(Note: This Disciplinary Core Idea is also addressed by HS-LS4-6.) ETS1.B: Developing Possible Solutions • When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (secondary)
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Zoom application- The virtual classroom. Main room for the daily agenda, lectures, discussions. Breakout rooms for small group work or one-on-one work. Provides quiet space which helps for students who need to avoid distractions. Google classroom- Students and teachers have access to all of the units for a class. Google slides is the format used, one google slide file per unit with hyperdoc links. Each is organized sequentially to guide the lessons through each unit. Water Tables and Aquifers article (National Geographic) Water Tables and Aquifers | National Geographic Society Graphic of water table Photograph of Rio Grande Map of Rio Grande Rift Video- "The Rio Grande" https://www.bing.com/videos/search?q=importance+of+the+rio+grande&&view=detail&mid=6B0857CDBCA07800FFD96B0857CDBCA07800FFD9&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dimportance%2Bof%2Bthe%2Brio%2Bgrande%26qs%3Dn%26form%3DQBVRMH%26sp%3D-1%26pq%3Dimportance%2Bof%2Bthe%2Brio%2Bgrande%26sc%3D3-28%26sk%3D%26cvid%3D6C35C1A7274C495D97FB483D3BFD125C Video- "The Fragile Flyway" https://www.bing.com/videos/search?q=video-+the+fragile+flyway&qpvt=video-+the+fragile+flyway&view=detail&mid=842D4FF92B0F70420DE7842D4FF92B0F70420DE7&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dvideo-%2Bthe%2Bfragile%2Bflyway%26qpvt%3Dvideo-%2Bthe%2Bfragile%2Bflyway%26FORM%3DVDRE%26msclkid%3Dd9c9b13ed14611eca782b4bad3bb61c0 Albuquerque Growth Maps dated 1886, 1940, 1975

	Changes in Groundwater Levels in the Albuquerque Metropolitan Area USGS, New Mexico Water Science Center Monitoring Ground Water levels, USGS Diagram of piezometer.

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	Establishing relevance ● Opening question for the class: "Where does Albuquerque get its water from? Direct instruction ● Reading aloud with text on a shared zoom screen. ● Visual supports with images of the Rio Grande, a diagram of a water table and a map of the Rio Grande Rift, from southern Colorado through New Mexico. Video: The Rio Grande ● Summarizing questions to the class. "Name three ways the Rio Grande is important?" "Name three ways the Rio Grande can be harmed?" Video- The Fragile Flyway ● (Jamboard) Reflective question "Name three things that impressed you about the Rio Grande environment" What did you notice about the Rio Grande environment (low threshold, high ceiling discussion questions) Forming student connections high level questions for making connections, with scaffolding, and supports for vocabulary	Class discussion, assessing prior knowledge. Instructor leads discussion with students through the Google slides presentation. As we proceed, there are pauses to clarify understanding of new terminology. "What does it mean for something to be saturated?" or "Can you give some other examples of impervious surfaces?" Instructor points out key features of the diagram provided. Stopping to inquire "How can the weather influence the water table?" and "How do ground covers (grasses and shrubs) affect water infiltration?" (Referring back to the previous unit on Soils in another class). Jamboard- Instructor poses the question to the students to reflect on the videos seen and share answers to the question. "Name three things that impressed you about the Rio Grande environment"
2	Developing skills- Graph Reading	Instructor reviews the content of the graph, identifying types of

	Direct Instruction on how to read a graph, graph labels, and axes Guided practice Formative Assessment/Checking for understanding Modeling ● Comparing the population growth (shown in the graph along with visual support of changing geographic boundaries over time.) Direct instruction- Monitoring groundwater levels- How federal and state agencies work together to monitor groundwater levels, along with the technology used, use of a piezometer along with the diagram of their placement. Whole group and small group discussion	information on the various axes. Instructor introduces the maps, explains information in the legends. Students make observations and comparisons. Instructor models how to read the graph. Students are asked to describe the changes in population. Class questions, (everyone answers the class questions in their google doc or jamboard so teacher can assess who needs additional coaching) cold calling on students to read the graph for answers. Students share their screen to demonstrate the step by step process to read the graph, modeling the skill. Instructor provides scaffolding questions, as needed. ● "What was the population of Albuquerque in 1940?". ● "How many thousands of acre-feet of water were withdrawn from the aquifer during this time?" ● "When did the population begin to grow significantly?" ● "What was the water use at this time? ● "In what year was Albuquerque's greatest annual water use?" ● "How much water was used then?" ● "In what year was the most significant drop in water use seen?" Connecting questions: What stories have you heard about the Rio Grande? About Water in Albuquerque? Is there enough water in Albuquerque? Why do you think there is or is not enough water? . . . .
3	Graph Reading, Analyzing infographic information to determine how the different land uses—how agriculture, industry, urbanization, and recreation/natural areas—can influence the quality of water in a river. Breakout rooms Check for understanding Scaffolding questions and extended learning questions. Students share their screens to show work and work collaboratively Paired instruction Guided instruction Repetition and Review Modeling of graph reading	Students work in pairs to read infographics with real world data on them about pollution, rivers, farming, dams, and factories. Students analyze the data and sort them to evaluate which are least or most destructive to the river environment and explain why. Students' lists and evaluations are shared with the class. Real world images are shared and discussed exploring the real world context and situation of each of the impacts. What do you notice in this picture? What further evidence would you like to see to assess the damage? What questions would you ask?
4	Primary Assignment/Introduction Activity- Describe and analyze the advantages and disadvantages of human activities that support	Students are given a list of land use types that can be found adjacent to a river. For each one they must research a real example and describe the

	the population. Research evidence and data to analyze real world situations Instructor monitors the progress of each student in the google classroom assignment. Scaffolding tools for English Language Development (Sentence Frames) Extra time is allowed to complete projects. Study hall hours available for extra assistance. Guided critical thinking.	impacts to humans and the impacts to the environment. For example, for "residential," the impact on humans might be "flooding of the river could cause damage." For "recreational", the impact on humans might be "the river is a peaceful place to watch wildlife". But the impact on the environment might be that "trash and other pollution can be washed into the river." For "farms" the impact on humans might be "Water is available for crops"; an impact on the environment might be "fertilizers runoff into the river." Students reflect on earlier review of data and determine how the different land uses can impact the quality of the water in a river. They then number each of the land uses in order of importance to the community. Use number One for the most important, six for the least important.
5	Primary Assignment- Jamboard- Making an Argument Critical thinking-presenting their analysis for prioritization. Making an argument based on their own reasoning, Identifying and weighing trade-offs. Guided Instruction Review of applicable vocabulary Explain Scenario Instructor probes with guiding questions to aid students in their evaluation and how decisions were made. Instructor uses questioning to guide discussions	Students are given a proposed land development scenario for a large property located within the boundaries of the Albuquerque Bosque (Mayor Barry's). After some time for reflections and decision making, a class discussion is held in Zoom and on Jamboard. The students present their opinions as to whether the land use, which would destroy portions of the Bosque, should be allowed to proceed. Students answer the following questions: What would be gained from any commercial development of these lands? What is the cost of this proposal? What would be sacrificed in the environment if this occurred? What would change culturally in the Albuquerque community if this occurred? Would you support this project, why or why not? How would you respond to the community if opposed?
6	Primary Assignment- Extended Knowledge Designing a river Instructor explains the pertinent vocabulary with guiding questions. "Where would we find the source of a river?" Where would we find the mouth of a river?" Instructor provides a graphic example from a google search. (Modeling inquiry) "Where would we find the source of the Rio Grande?"	Students are given pieces of a river on 21 task cards in the google doc assignment. River task cards include the river source, river mouth and various land uses for the adjacent lands. They are charged with designing their own river. When designing the river, students should propose at least 3 different uses and locations for those uses. Students must take into account a range of constraints including safety, reliability and aesthetics and to consider social, cultural and environmental impacts. Students should label, write notes, or write a paragraph analyzing at least three

	Instructor provides questions to guide synthesis of what has been learned. Why is it important to have land use planning and conservation measures? Are there any land uses that are inappropriate because they are too hazardous and so should never be placed adjacent to a river?	constraints or impacts of each of their proposed land uses. Consider the cost and cultural impact of each of students' proposed uses. Students write a paragraph analyzing how each of their proposed activity or use along the river could affect people, wildlife and habitats downstream. Students share their screen to evaluate the pros and cons of each other's sequence of land uses. Students vote on which river design they'd like to choose for New Mexico. Students answer the final questions on the google doc.
S. A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.*	

Summative Assessment Items and Scoring:

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

Acquiring Knowledge- Graph Reading, Evaluating Impacts and Questioning

Scoring Rubric			
Graph Reading	Student incorrectly interpreted the data (can meet for coaching and resubmit)	Student interpreted some of the data correctly but not all	Student accurately interpreted the data on the graphs
Evaluation of Scale of Impact	Student did not express reasons or evidence regarding impact. (can meet for coaching and resubmit)	Student somewhat understood and could express why some activities impact rivers more than others.	Student successfully voiced their reasoning and factual evidence for the evaluations given.

Questioning	Student did not ask questions or add to discussion. (can add comments later or meet for additional discussion)	Student asked some clarification questions and/or demonstrated some curiosity in their next level questioning.	Student asked questions that furthered clarification, extending thinking, connections, and additional information in the topic.
Scoring Total Score 1 Score is added to the other two summative assessments for unit grade.	1	2	3

Making an argument			
Evaluating Priorities	No priorities were established (meet for coaching)	There is inconsistency in the priorities listed and claim presented.	Priorities align with evidence and explanations of the evaluations made
Explaining Trade offs	Trade offs were not considered or explained in the evaluation of priorities (meet for coaching)	Explains gains and losses on two sides without evidence or specific details	Explains both sides of the compromise using details and specific evidence to show gains and losses
Making a Claim	Claims are made but questions are not answered or evidence is not provided (meet for coaching)	Provides some evidence to support the claims	Provides detailed evidence from relevant sources to support the claims
Scoring Total Score 1	1	2	3

Score is added to the other two summative assessments for unit grade.			

Rio Grande River Design 40% of unit grade

River designs themselves will have many variations. Student must demonstrate the understanding of the impacts the land uses will have on the river, provide evidence, and participate in open evaluation of other students' choices.

Scoring Rubric			
Rio Grande River Design Uses	River Design has fewer than 3 clearly designated uses and locations (meet for coaching)	River Design clearly shows 3 designated uses and locations	River Design clearly shows more than 3 designated uses and locations
Range of constraints including safety, reliability and aesthetics and to consider social, cultural and environmental impacts. Consider the cost and cultural impact of each of students' proposed uses.	Student addresses fewer than three different constraints or impacts of each of their designated uses. (meet for coaching)	Student addresses three different constraints or impacts of each of their designated uses using notes, labels, or a paragraph of explanation. Explanations and implications are reasonable and may need more detail or evidence.	Student addresses three or more different constraints or impacts of each of their designated uses using notes, labels, or a paragraph of explanation. The explanations and implications are accurate and insightful based on their evidence.
Consider how each activity or use along the river could affect people, wildlife and habitats downstream.	Student does not write about downstream effects of proposed uses. (meet for coaching)	Student writes about some downstream effects on people and wildlife. Explanations and implications are reasonable and may need more detail or evidence.	Student writes about some downstream effects on people and wildlife. Effects and implications are factually accurate and insightful based on their evidence.
Scoring Total Score 1 Score is added to the other two summative assessments for unit grade.	1	2	3

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

Grade Level	9th	**Content Area**	Mathematics
Course Title (grades 9–12 Only)	Integrated Math 1		
Alignment to Educational Program *Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.*	Key parts: ● Higher-level thinking, problem-solving and life applications, discussion, online direct instruction ● No timelines, multiple chances at summative assessments		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	Big Idea 1: Introduction to Functions (Graphing Stories) Reason quantitatively and use units to solve problems: N-Q.A. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; and choose and interpret the scale and the origin in graphs and data displays. N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Create equations that describe numbers or relationships: **(M)** A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. Standards for Mathematical Practice 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically		
Materials/Resources Needed *List all items the teacher and students will need for the entire* *sequence of instruction (excluding common consumables).*	Instructor and student access to Zoom for direct instruction during class period Access to Google Classroom for assignment/activity delivery and guiding feedback during zoom meeting Access to Google Suite of Apps - Google Docs for creating hyperdocs that contain links to resource to support students progress toward concept mastery during Zoom meeting Access to outside websites: YouTube, etc…		

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	Graphs of Piecewise Linear Functions (Day 1): ● Discovery / inquiry-based learning ● Guided inquiry / questioning ○ Teacher moves through breakout rooms to check in with students / field questions ● Large-group discussion ● Small group collaboration (using Jamboard) ○ Teacher watches students work in real time by opening a tab on his/her computer for each Jamboard group. ● S(he) then uses their work to guide students through high level questioning: How tall do you think the man is? How far off the ground was he when he started? What would the line look like on the graph if he stood still? What do you think the line will look like when he's going down the stairs? Up the stairs? What about when he's moving quickly? Slowly? (Does that matter?) Graphs of Piecewise Linear Functions (Day 2): ● Graphic organizer / Cornell notes ● Direct instruction to review: ○ Finding slope given two points ○ Writing equations of lines given: ■ slope and y-intercept ■ one point and slope ■ two points	Graphs of Piecewise Linear Functions (Day 1): ● Students watch a 1-minute long Dan Meyer Video and are asked to describe the motions of a man going up and down stairs ● In the large group (10 mins), students are then asked to estimate : ○ the man's elevation (ft) at different times (secs) ○ the time intervals when he was at different elevations or when his elevation wasn't changing ○ (Suggest a graph if students don't on their own. Ask students to choose the x- and y-axis labels (and units)) ● In breakout rooms, groups of 2-3 students are given a jamboard with an already-labeled graph (x-axis: time (seconds) and y-axis: elevation (feet)) ● Students are asked to draw the graph of the man's story: his elevation over the 15-seconds. And are encouraged to rewatch the video as many times as necessary in order to do so. (15mins) (SMP #3 and #4) ● Students come back to large group and share out solutions (15 mins) ● Teacher reveals the solution video (5 mins) ○ Students ask questions and try to spot the mistake! ● Exit ticket (15 mins) ○ Students are given a graph of a new piecewise linear function (with same axes: time (secs) and elevation (feet)) and are asked to create an elevation-versus-time graphing story that matches the graph Graphs of Piecewise Linear Functions (Day 2): ● Students discuss in a large group the graph they were given in the previous day's exit ticket. (10 mins) ○ Teacher focuses students on: ■ What's happening in the story when the graph is increasing? Decreasing? Constant? ■ What does it mean when one part is steeper than another? ● Students take notes as teacher instructs directly on finding slope and

	• Google Docs
	  ○ Teacher has tabs open to monitor students' work as they find intervals, slopes, and equations of lines. Teacher highlights and gives feedback in real time as students are working, and uses breakout rooms for questions or for one on one direct instruction
		writing equations of lines for specific intervals (15 mins)
		• Students work individually or in small groups (20 mins) to find:
		  ○ The nine, separate time intervals in the function
		  ○ Slopes for as many of the nine intervals as possible
		  ○ Equations of lines for as many of the intervals as possible
		• Each student individually completes (30 mins) the Summative Assessment (Graphs of Piecewise Linear Functions)

2	Graphs of Quadratic Functions (Day 1)
	• Discovery / inquiry-based learning
	  ○ Ask students to use words to talk about what the ball did (encourage them to think about the speed of the ball, the elevation, or the distance traveled)
	  ○ Focus students specifically on a Time (secs) vs Elevation (feet) graph and ask them to identify key features: (where the ball started, how much time it took, how fast it was traveling, etc..)
	• Guided inquiry / questioning / small group
	  ○ In the Google Classroom, place an assignment that has a link to the sketchpad website, the video, and a blank time (seconds) vs elevation (feet) that students can paste into the sketchpad to draw on
	  ○ Teacher moves through breakout rooms to check in with students / field questions
	  ■ For students who are stuck viewing this through "linear" eyes, ask them:
	  • Did he fall at a constant rate, especially at the beginning compared to the very end?
	  • What was his elevation at time 0? At time 1 sec? What about 0.5 seconds? and 1.5 seconds?
	  ○ Large-group discussion
	• Provide students with an exit ticket. Take note of any students who are using straight lines vs students who are using curved lines to show their elevation changes.
	
	Graphs of Quadratic Functions (Day 2)
	• Guided discovery / inquiry
	  ○ Teacher prepares a Desmos graph for the graph: $y = a(x-h)^2 + k$ with sliders for each variable: a, h, and k.
		Graphs of Quadratic Functions (Day 1)
		• Students watch a very short video of a ball rolling down a ramp and discuss what they saw (20 mins)
		  ○ Once the two variables are formalized, students work as a big group to agree on a basic graph:
		  ■ where the ball started
		  ■ how much time it took
		  ■ should the graph be curved or straight?
		• Exploratory challenge (40 mins)
		  ○ Students watch a video of a world record "dive." 36 feet into 1 foot of water!
		  ○ Students talk about what they notice and what they wonder (SMP #3 and #4)
		  ○ Students work in breakout rooms with one other person. Both students work individually to create a time (seconds) vs elevation (feet) graph to describe the man's dive. (Students have as much control as possible (if not full control) in choosing when to pause the video, play it half speed (SMP #5), and so on to determine the points on the graph and are encouraged to check in with each other to confirm different data points.
		  ○ Students come back to the large group and use Zoom's share screen feature to share their graphs
		• Exit ticket (10 mins)
		  ○ If you jumped up in the air three times, what might the elevation vs time graph look like? Tell the story of what happened, including the times of when you were jumping and when you weren't. Label the axes appropriately.
		
		Graphs of Quadratic Functions (Day 2)
		• Students watch the teacher as he moves the sliders and comment in the chat (or on audio) what they notice. (15 mins)
		• Students work on the Assignment- Marbleslides: Parabolas (45 mins)

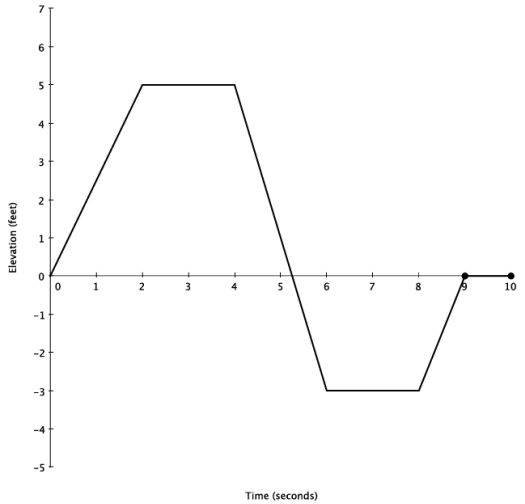
	○ Ask students what they notice when the "a slider" is moved? The h? The k? ■ (Students should notice that the "a slider" seems to make the parabola more wide or more narrow, flipping it upside down when negative; that the h and k sliders seem to keep the parabola static, but move it left and right (with h) and up or down (with k)) ● Guide students in starting the Assignment - Marbleslides: Parabolas ○ Teacher monitors class progress by using "responses mode" in the teacher dashboard to check student progress. Teacher offers individual support where needed, or leads a brief whole-class discussion if enough students are struggling on a given slide ● Summative Assessment: Challenge Slides #1 - #7	○ Students may choose to work individually or in groups of 2 to bounce ideas off of each other (up until the final challenges) ○ Students watch the teacher start the Marbleslides challenge. They note what the goal is (to launch the marbles onto the parabolas so that they hit the stars). On "Fix it #1" slide in the activity, students take what they learned in the earlier slider activity and change the "a coefficient" to a negative so that the parabola is pointing downwards. In "Fix it #2" students see that they can control the other coefficients h, and k as well as the domain of the function, all three of which must be changed in order to successfully launch the marbles ○ Students work with the teacher on the next few slides and as long as necessary, chatting "start" in zoom once they feel ready to take on the assignment on their own. ● Summative assessment: Students must complete at least three of the challenge slides on their own (each answer should be unique to given student)
3	Graphing Stories On this day, the teacher provides the students with a Google Doc linking two graphing stories (one linear, piecewise: Waist Height Off Ground and one parabolic: Height of Tennis Ball), with a third that the student must choose on their own from this website (linear or parabolic required) Summative Assessment inside assignment: Students must graph each graphing story and write the equations of at least one line or parabola in the story.	Graphing Stories Students open the Assignment - Graphing Stories on the Google Classroom. Work individually
S. A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column,* *describe the Summative Assessment Items that will allow students*	See below

	to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

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

Summative assessment (Graphs of Piecewise Linear Functions)

Create an elevation-versus-time graphing story for the following graph:  	*Write story here:* *Write the equation of the line for the missing four intervals.* *Interval 1:* *Interval 2:* *Interval 3:* $y = -4x + 1\,\{4 \leq x \leq 6\}$ *Interval 4:* $y = -3\,\{6 \leq x \leq 8\}$ *Interval 5:* *Interval 6:*

Scoring Rubric: Story

Blank or incorrect (Novice): no story or story does not match graph

Mistakes (Nearing proficiency): story shows understanding of at least 3 intervals

Small mistakes (Proficient): story shows understanding of at least 4-5

No mistakes (Advanced): story shows understanding of all six intervals

Scoring Rubric: Equations and intervals

Solutions: Interval 1: $y = 2x\,\{0 \leq x \leq 2\}$, *Interval 2:* $y = 5\,\{2 \leq x \leq 4\}$, *Interval 5:* $y = 3x - 27\,\{8 \leq x \leq 9\}$, *Interval 6:* $y = 0\,\{9 \leq x \leq 10\}$

Blank or incorrect (Novice)

- No answers / blank
- Equations are all have either incorrect slope or incorrect y-intercept (or both) (for example: slope of -3 instead of 2)
- Interval numbers don't match the graph (for example: 0<x<4 instead of 2<x<5)

Mistakes (Nearing proficiency)

- Equations are correct but one of slope or y-int are off
- Some, but not all intervals are correct and/or notation is incorrect or slightly off

Small mistakes (Proficient)

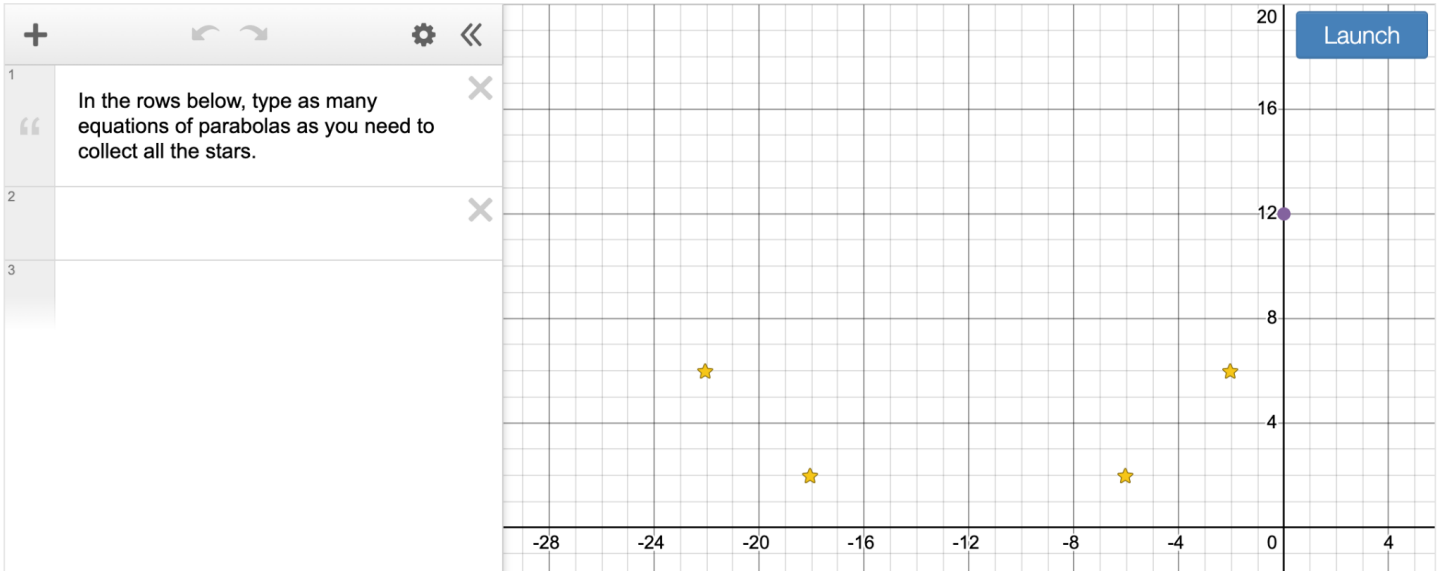
- Equations are correct but slope or y-intercepts are slightly off (for example: slope of 1.5 instead of 2)
- Intervals and notation are mostly correct or if there's a mistake it's very slight

No mistakes (Advanced)

Summative assessment (Graphs of Quadratic Functions)

Students must complete Challenge Slides #1 - #7 in the Assignment - Marbleslides: Parabolas in which they must write their own quadratic equations to get the marbles to collect the stars. Each student should have a somewhat unique answer to each slide, and can write more than one equation if needed. Equations must be quadratic, not linear.

Challenge Slide #6



Possible solution for Slide #6: $y = \frac{1}{20}(x + 12)^2$

Scoring:

Novice: 0-2 challenges completed

Nearing proficient: 3 challenges completed

Proficient: 4-5 challenges completed

Advanced: 6-7 challenges completed

Summative assessment (Graphing Stories)

Summative Assessment inside assignment: Students must graph each graphing story and write the equations of at least one line or parabola in the story.

Scoring:

Novice: Students are unable to graph or write equations for either linear or quadratic

*Nearing Proficiency: Students are able to graph and write a linear equation **or** a quadratic equation, but not both (example: linear equation has correct slope and*

y-intercept and matches the story, but quadratic equation either does not match the story or does not have the correct parts: a focus, a directrix, and a vertex.)

*Proficiency: Students are able to graph and write a linear equation **and** a quadratic equation with small mistakes (example: graph doesn't match story exactly, but is close or slope or y-intercept slightly off)*

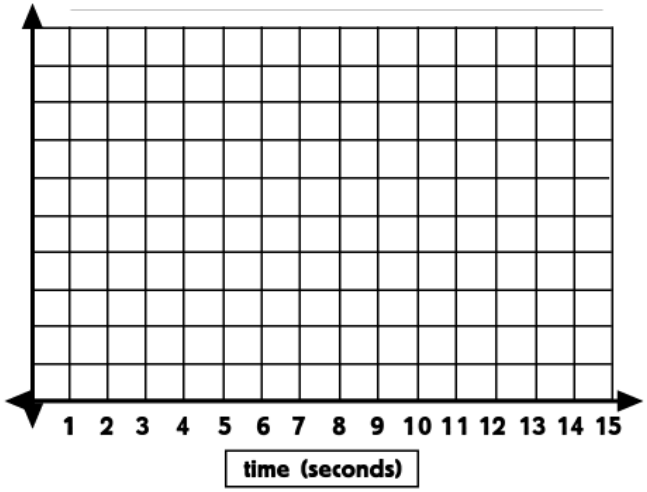
Advanced: student is able to graph and write equations that match the story with very minimal, if any errors.

Students are given the following graphs with a link to this website. Students then copy these below graphs into the sketch pad, using the tool to sketch a graph of the graphing story and paste back in.

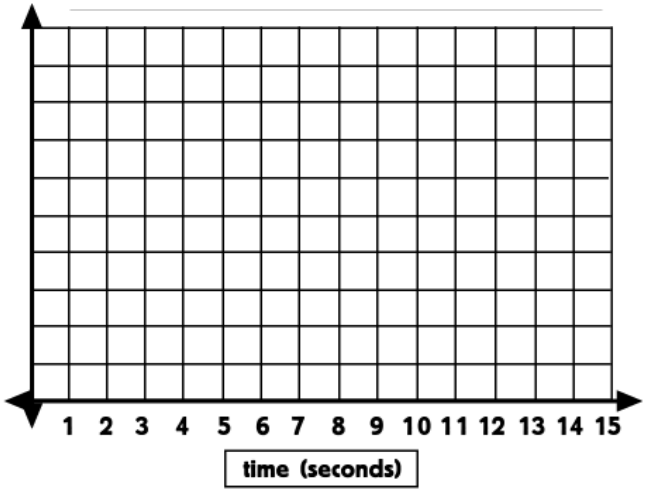
GRAPHING STORIES

_____
(name)

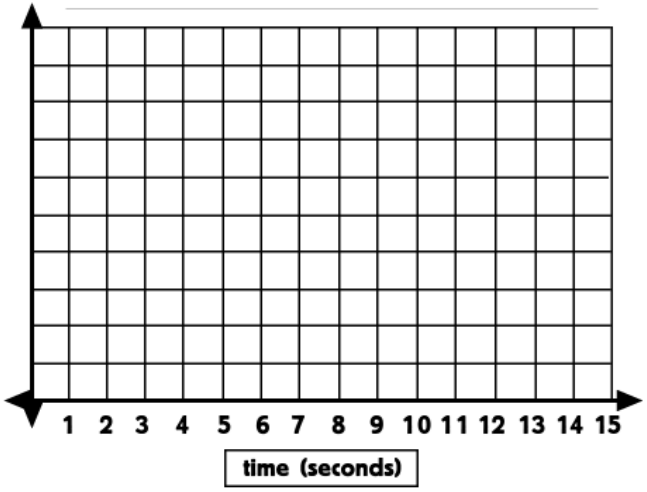
1.



2.



3.



4.