



# LAS AMÉRICAS ASPIRA ACADEMY

Application for Major Modification to Approved Charter

Submitted: December 21, 2018

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## Section A Core Questions:

**What modification does the school's Board of Directors want to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wants to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school's charter.**

A.) LAAA's approved charter is for a grade configuration of Kindergarten through 8<sup>th</sup> grade. LAAA wishes to expand vertically by adding grades 9-12, and laterally, by leveling enrollment in grades K-12, starting the 2020-2021 school year.

B.) LAAA's present campus is located at 326 Ruthar Dr., Newark, DE 19711, and houses Kindergarten through 8<sup>th</sup> grades. An additional campus is requested to create a junior/senior high school (grades 7-12). It will be located within 15 miles of the current LAAA campus.

**From page 11 of the LAAA Delaware Charter School Renewal Application, dated, September 29, 2014:**

Projected Enrollment			
2018 - 2019		2019 - 2020	
K	88	K	88
Grade 1	88	Grade 1	88
Grade 2	88	Grade 2	88
Grade 3	88	Grade 3	88
Grade 4	100	Grade 4	88
Grade 5	100	Grade 5	100
Grade 6	50	Grade 6	100
Grade 7	90	Grade 7	50
Grade 8	50	Grade 8	90
Grade 9	n/a	Grade 9	n/a
Grade 10	n/a	Grade 10	n/a
Grade 11	n/a	Grade 11	n/a
Grade 12	n/a	Grade 12	n/a
<b>TOTAL</b>	<b>742</b>	<b>TOTAL</b>	<b>780</b>

**What is the effective date of the proposed modification?**

The start of the 2020-2021 school year.

**The authorizer will review your most recent Performance Review Reports as part of your application. Discuss the school's academic performance, compliance with the terms of its charter, and financial viability as measured by the Performance Framework.**

### **Academic Framework Report**

Based on the new Delaware Report Card, LAAA has received an overall rating of Meets Expectations for the 2017-2018 school year (see Appendix A).

### **Organizational Framework Report**

Since the 2014-2015 school year, LAAA has received overall ratings of Meets Standard, as well as Meets Standard in every subcategory, every year on the Organizational Framework Report. For the 2017-2018 school year, LAAA has once again earned a rating of Meets Standard on the overall rating, and each subcategory rating (see Appendix B).

### **Financial Framework Report**

For the 2017-2018 school year, LAAA earned an overall rating of Meets Standard. Within the subcategories, three did not meet standard. Measure 2a: Total Margin, failed to meet standard, and Measure 2b: Debt to Asset Ratio, and Measure 2c: Cash Flow were rated as Approaching Standard (see Appendix C).

In regards to Measure 2a: Total Margin, LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support an \$11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. Accounting standards require LAAA to recognize \$1.04MM of interest on its long-term debt. By backing out the overall \$2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a rating of "Meets Standard."

In regards to Measure 2b: Debt to Asset Ratio, Total Liabilities = \$23,706,150 and Total Assets = \$24,667,449. AS of FY18, LAAA was in its first full year of long-term debt service (\$22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.

In regards to Measure 2c: Cash Flow, LAAA used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of \$83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 897 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA's ability to manage its resources and finances.

**Describe the rationale for the request(s). Discuss any relevant research base or evidence that supports this type of request. (*Attachments may be provided*)**

- LAAA's approved charter is for a grade configuration of Kindergarten through 8<sup>th</sup> grade. LAAA wishes to expand vertically by adding grades 9-12 in order to support a biliteracy pathway into college and career.
  - Enrollment at the 7-12 grade building will build to capacity over a six year phase-in period starting in the 2020-2021 school year with grades 7, 8 and 9 (Appendix D).
  - 2020-2021: grades 7, 8, and 9 will each have an enrollment of 100 students, for a total enrollment of 300 students (Appendix D).
  - 2021-2022: grade 7 will have an enrollment of 125 students, and grades 8, 9, and 10, will each have 100 students. This pattern of growth will continue until grades 7-12 have 125 students each, for a total enrollment of 750 students (Appendix D).

59.4% of LAAA students live in the Christina School District; therefore, they only have three possibilities for high school unless they are selected by other charter, vo-tech, or private high schools. 23.4% of LAAA students live in the Colonial School District, which only has one high school in its feeder pattern. The average SAT score for the Christina School District high schools for the 2017-2018 school year was 874; for Colonial School District, it was 862. One of LAAA's goals is to prepare all of our students to be college and career ready. An average SAT score of 874, or 862, will not allow LAAA students the opportunity to attend excellent post-secondary institutions, such as the University of Delaware. On their website, UD states that "the one-year average, mid-50% of admitted students for general admissions is between 1200-1350 SAT...." Many of the charter high schools on the other hand, had average SAT scores ranging from 1,091 to 1,388 (*Appendix E*).

With a K-12 grade configuration at LAAA, we are confident our students will score as well as these other charters on the SAT. LAAA students already show better results than their Christina and Colonial School District counterparts on state testing in grades 4 through 8 (*See Appendix F*). The Christina SD's 8<sup>th</sup> graders had ELA scores between <5% and 39.9%, and Colonial SD's 8<sup>th</sup> graders between 24% and 50%, compared to LAAA's 8<sup>th</sup> grade ELA score of 66.7%. The Christina SD's 8<sup>th</sup> graders had Math scores between <5% and 28.6%, and Colonial SD's 8<sup>th</sup> graders between 13% and 34%, compared to LAAA's 40.8% (*Appendix F*).

LAAA prides itself on its Spanish immersion program, with all of our students taking the state's AAPPL test by the end of 8<sup>th</sup> grade. Our 8<sup>th</sup> graders score well on the AAPPL test, which is typically taken in high school, not the 8<sup>th</sup> grade (*see Appendix G*). With an added 9-12 grade configuration, our students would have the opportunity to continue focusing on their Spanish reading, writing, listening, and speaking skills through their 12<sup>th</sup> grade graduation. In addition, our English Learner students will benefit from these additional years at LAAA improving their English reading, writing, listening, and speaking skills.

LAAA, like the State of Delaware, is “*committed to empowering every English learner to be successful in college, career, and life*” (from Delaware’s English Learner Strategic Plan 2022). All LAAA high school students will also have the opportunity to begin a third language starting in the 9<sup>th</sup> grade (Chinese). Exchange opportunities are being explored for our students with both Spanish and Chinese speaking countries.

LAAA will be offering our students a biliteracy pathway, which will offer our students benefits in their personal and professional lives. At this time, LAAA would be the only charter high school offering this opportunity for students. LAAA junior/senior high school students will also have the opportunity to earn the Delaware Certificate of Multiliteracy. Earning the certificate is something our students can add to their college and job applications, increasing their educational and career opportunities. This opportunity will focus on both our native English speaking students, as well as our English Learner students. According to New American Economy, demand for bilingual workers has more than doubled in the past five years (*see Appendix H*). This demand not only covers careers that do not require a bachelor’s degree, but shows a greater demand for careers that are considered white-collar. Extending LAAA’s grade configuration to include grades 9-12, would ensure our students are better able to take advantage of these career opportunities (*see Appendix I*).

We are proud to have the support of fellow charter colleagues, such as Greg Meece (Director of Newark Charter School). He states the following in his letter of support for our expansion:

“Because of my ongoing involvement with Las Américas ASPIRA Academy, I am confident that its high school addition will be successful as all of its past endeavors. But I support approval of its application, also, because of the need in the Greater Newark Community for strong public high schools, as well as great choice options. Newark Charter School and Las Américas ASPIRA Academy share many things in common, but its academic program with its focus on biliteracy is distinct. I know there is a strong demand for such a program, both among speakers of Spanish and English. In addition, our country is in need of citizens who are fluent in both languages. The school’s results in this area speak for themselves. Las Américas ASPIRA Academy is a success story in public education. I strongly endorse the school’s plan to strengthen its mission and to give more families access to the school’s unique and vital mission.” (*see Appendix J*).

The table below shows LAAA’s families have consistently been choosing opportunities other than their feeder pattern for high school. After graduating 8<sup>th</sup> grade at LAAA, the majority of our students attend charter or vo-tech high schools. This shows the desire of our families to continue with the curriculum, structure, discipline, and opportunities that a specialized school provides.

LAAA 8 <sup>th</sup> Grade Graduates' High School Choices								
Year	2014-15		2015-16		2016-17		2017-18	
Charter	8	30.7%	13	31.7	22	51.1%	17	37.7%
Vo-Tech	15	57.6%	24	58.5	13	30.2%	22	48.8%
Feeder HS	2	7.6%	2	4.9	7	16.2%	2	4.45
Private	1	3.8%	2	4.9	1	2.3%	4	8.8%
<b>Total</b>	<b>26</b>		<b>41</b>		<b>43</b>		<b>45</b>	

A survey given to LAAA families in October 2018 verifies their desire for a charter school education in high school. It also shows a strong desire for their child to continue their education in an ASPIRA high school if one were to open. To date, 220 surveys have been returned, with 59.5% stating they wish for their child to go to a charter high school, and 19.1% stating they are looking at vo-tech high schools. Families also stated that 86.4% of them will enroll their child in an ASPIRA high school if given the opportunity (*Appendix K*). Giving LAAA students the opportunity to remain at LAAA through 12<sup>th</sup> grade, will enable us to provide four additional years of support to our English learner students. This additional support will help to increase LAAA students' proficiency in Math and ELA, as well as to ensure all of our students graduate. Both of these initiatives are two of the goals stated in the Delaware English Learner Strategic Plan 2022.

LAAA's request to extend its grade configuration to include grades 9-12, with 125 students per grade level, and approximately 25 students per class, falls within the US Department of Education's most recent findings on high school size (*see Appendix L*).

- LAAA's present campus is located at 326 Ruthar Dr., Newark, DE 19711, and houses Kindergarten through 8<sup>th</sup> grades. An additional campus is requested to create a junior/senior high school (grades 7-12). It will be located within 15 miles of the current LAAA campus.
  - The additional campus is necessary for LAAA's plans for growth. At our current campus, we will not have the physical space for the growth that we are requesting. Moving the 7<sup>th</sup> and 8<sup>th</sup> grades into the high school building will not only permit the requested growth in grades K-6, it will also allow the opportunity for our advanced 7<sup>th</sup> and 8<sup>th</sup> graders to earn some high school credits. The K-6 and 7-12 campuses will also share selected resources, such as the financial and human resources offices, to help limit expenses.

**Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and financial viability of the school may be impacted in the current school year and for the remainder of the school's charter term.**

This modification will have a positive impact on student achievement because students

will have greater consistency during their K-12 experience. Providing students with the opportunity to learn in a school system that extends from Kindergarten through 12<sup>th</sup> grade helps minimize the stress and anxiety experienced by students when transitioning from one campus to another. This configuration also allows the LAAA educators to build a stronger relationship with students and families, being more responsive to their needs.

This modification will also have a positive impact on staffing and facilities because it will allow us to maximize shared resources between both campuses. Therefore, this expansion will have a positive impact on our financial viability due to the benefits of economies of scale. For example, both campuses will be supported by a central team consisting of school operations, curriculum development and instruction, special education, school nutrition, and transportation. These shared resources will allow us to focus on instructional staffing on each building as opposed to replicating all of the administrative responsibilities.

Furthermore, the timing of this modification request is aligned to the transition of our original class of Kindergarteners in the immersion program. Our current 7<sup>th</sup> graders began their immersion experience as kindergartners in 2011. Therefore, they will be transitioning into high school in the fall of 2020. For this reason, we are asking to make this modification to our grade configuration to support their pathway to biliteracy through high school.

(see Appendix M)

**Indicate the projected impact, if any, of the proposed modification on the school's present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.**

As an organization, we take great pride in our fiduciary responsibilities. Since opening our school in 2011, we have explored the possibility of expansion as part of our strategic plan. Our families have expressed their desire to have their children continue their education within LAAA since our first year of operation. Although the demand was apparent, we have been deliberate in our evaluation of an expansion to ensure it was the right decision at the right time.

We have established a sound financial track record over the past eight years, which is evidenced by our success in securing \$21 million in bond financing in 2016 to purchase our facility and complete a full renovation. Due to our experience with bond financing, we are aware of our debt capacity. For this reason, we are planning to secure a lease arrangement for the second school campus that does not require additional financing on our part. Therefore, this expansion will not have a negative impact on our financial position.

(see Appendix M)

## **Section C Questions:**

**Describe the nature and extent of the proposed changes to the school's current grade configuration. Indicate whether you seek to add or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. *(Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)***

LAAA's current approved charter is for a K-8 grade configuration. LAAA is proposing updating our grade configuration to include grades 9, 10, 11, and 12, in addition to the current K-8 configuration, over a four-year phase-in period for the junior/senior high school. As part of this proposed change, LAAA is requesting that the 7<sup>th</sup> and 8<sup>th</sup> grades move into the same building as grades 9-12. LAAA would then consist of two buildings; one serving grades K-6, and the other serving grades 7-12.

In the first year of the new 7-12 building (2020-2021), LAAA would consist of grades 7, 8, and 9, with a total enrollment of 300 students (100 per grade – see *Appendix D*). For the 2021-2022 school year, 10<sup>th</sup> grade will be added, and the 7<sup>th</sup> grade enrollment will increase to 125 students, for a total of 425 students. Each year after, the incoming 7<sup>th</sup> grade class will have an enrollment of 125 students, until all grades, 7-12, each have an enrollment of 125 students each.

In school year 2022-2023, 11<sup>th</sup> grade will be added to the junior/senior high school, for a total enrollment of 575 students. For school year 2023-2024, LAAA will add the 12<sup>th</sup> grade, for a total enrollment of 700 students in grades 7-12. This will also be the year of LAAA's first graduating class.

For school year 2024-2025, the 11<sup>th</sup> grade enrollment will increase to 125, and for school year 2025-2026, the 12<sup>th</sup> grade enrollment will increase to 125, so that the total enrollment for the 7-12 building will be 750 students for the 2025-2026 school year.

**Provide an overview of the planned curriculum, including one scope and sequence per subject area per grade band (K-2, 3-5, 6-8, 9-12) for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts (ELA) and Mathematics, and Next Generation Science Standards) in all content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. If the modification includes a commitment to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.**

The key components that students will experience center around instruction focused on international and global studies (Appendix N).

### **Credits**

4.0	Each of the four core content areas (ELA, Math, Science, and SS)
4.0	World Language
3.0	Pathway
2.5	Electives
1.0	Physical Education
0.5	Health
0.5	Driver's Education
0.5	<u>Global Studies Capstone Project</u>

**Total 28 credits** (*DE DOE requires minimum of 24 for graduation*)

**English Language Arts** – ASPIRA will use Pearson's My Perspectives as a core resource. This has been selected not only because of its strong alignment to standards, but also due to its infusion of global perspectives, attention to the world, and our connections to it. Broad questions will be posed such as:

- What do stories reveal about the human condition?
- What is the relationship between power and freedom?
- Do people need to belong?

**Social Studies** – ASPIRA will be a member of the Social Studies Coalition and follow the recommended curriculum.

**Science** - ASPIRA will follow NGSS aligned curriculum that also meets recommendations from the Science Coalition leaders.

**Mathematics** - While exploring the content of the Common Core Standards, students will grapple with existential mathematical questions such as:

- Where does mathematics come from?
- What is at the heart of mathematics?
- What level of justification is necessary for mathematical proof?
- How does mathematics support human flourishing?

Mathematics will be taught using a problem-based approach with a focus of transferring mathematical authority to the students.

**World Language** - Students in the ASPIRA High School will predominantly come from the K-8 ASPIRA Spanish immersion program. AP Spanish Language and Culture and AP Literature and Culture will be offered to students once they demonstrate readiness according to the AAPPL assessment. Four levels of Spanish and Chinese will be offered for students not entering from the Spanish immersion program. Students who enter from the immersion program may choose an additional language through the study of Chinese.

**Pathway** - ASPIRA High School will offer four pathways; International/Global Studies, Public and Community Health, K-12 Education, and NAF Academy of Business Information and Management. All four pathways will seek to infuse the global perspective and ask students to apply their learning to global issues and challenges.

**Provide one Mathematics unit of instruction with corresponding summative assessments and scoring rubrics, and one ELA unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in ELA and Mathematics). If the school does not intend to join the Delaware Science or Social Studies Coalitions, then one Science unit and one Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.**

See Appendix N

#### **Section D Questions:**

**Present evidence that the proposed educational program is research based and has been or will be rigorous, engaging, and effective for the anticipated student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with your anticipated population. (Appendix O)**

**ELA** - MyPerspectives grades 9-12 fully meets the expectation of the criteria for all three gateways according to Ed Reports. The materials include high quality texts in each grade that build knowledge and are accompanied by tasks and questions, so students practice building grade-level speaking, listening, writing, and reading skills. The materials include texts that are high quality and engaging and provide students opportunities to work with texts at the appropriate level of rigor and complexity. The texts vary from seminal works to enduring classics that are worthy of especially careful reading. Additionally, the scope of texts—considering both theme and format—address a range of student interests. All the anchor texts have been previously published and represent various cultures and histories. A few of the more modern anchor texts are of reputable publications. The qualities of the text, whether classic or modern, provide opportunity to study the careful and intentional use of language, impact on audience, purpose in the wider world, and development of ideas such that they are both timely and timeless. More complex texts are used for whole group instruction and less complex texts are for small group or independent learning tasks. Materials offer support for text complexity through sections such as Making Meaning and Vocabulary Acquisition. All texts are accompanied by Performance Tasks that consist of essay writing or speaking and listening tasks aligned to the purpose of the text. The teacher materials from MyPerspectives provides EL, gifted and special education strategies and resources to support differentiation and

personalization during the small group and independent learning time in the lesson structure.

**Math** – Norman Webb (University of Wisconsin-Madison) analyzed the effectiveness of IMP compared to more traditional curricula. Here's what Webb (2003) found:

- A higher percentage of IMP students took an advanced math course in their senior year. This was true for every ethnic group measured: Asian, Pacific Islander, Black, Hispanic, and White. The difference was most pronounced among Hispanic students (a major demographic for our school).
- Females in IMP took advanced math courses at higher rates (13%).
- Students did better on the Math SAT—on average 14 points higher—while the groups had scored similarly in 7<sup>th</sup> grade on the CTBS Math test.
- IMP students had higher GPAs: 3.11 to 2.69.
- IMP students had higher math GPAs: 3.24 to 2.44.

“IMP students demonstrated greater understanding of statistics as measured by SIMS items and a great ability to apply reasoning when asked to solve problems requiring them to apply mathematics and give an explanation of their work.” (p. 395)

Webb, N. L. (2003). The impact of the Interactive Mathematics Program on student learning. *Standards-based school mathematics curricula: What are they*, 375-398.

**Describe how the proposed educational program will serve the diverse needs of students, such as those with disabilities, gifted and talented learners, and English Language Learners.**

See above and sample instructions units (Appendix M). In addition, ASPIRA High School is committed to high academic performance for all students, including those in sub-populations such as, students with disabilities, gifted and talented, and ELLs. To that end, providing additional academic support and structures will include, but is not limited to:

- Consultation with special education teachers and English Learner teachers
- Tutorial services
- Multi-tiered systems of support
- Using a problem solving model in grade level meetings to discuss interventions

**Provide an overview of the planned curriculum, including one scope and sequence per subject area per grade band (K-2, 3-5, 6-8, 9-12) for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in ELA and Mathematics, and Next Generation Science Standards) in all content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. If the modification includes a commitment to join the**

**Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.**

See Appendix M

**Provide one Mathematics unit of instruction with corresponding summative assessments and scoring rubrics, and one ELA unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in ELA and Mathematics). If the school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.**

See Appendix N

Academic Achievement

Rating	Approaching Expectations
Points Earned	68.00
Points Possible	150.00
▼ Measures	

School Quality/Student Success

Rating	Exceeds Expectations
Points Earned	49.00
Points Possible	50.00
▼ Measures	

Progress Toward English Language Proficiency

Rating	Meets Expectations
Points Earned	37.00
Points Possible	50.00
▼ Measures	

Academic Progress

Rating	Meets Expectations
Points Earned	132.00
Points Possible	200.00
▼ Measures	

Overall

Rating	Meets Expectations
Points Earned	286.00
Points Possible	450.00

## Appendix B



# Organizational Framework Report LAS AMÉRICAS ASPIRA ACADEMY

Reporting Period: July 1, 2017 to June 30, 2018

Published: November 14, 2018

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure's data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. EDUCATION PROGRAM

### Measure 1a.

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

2016-2017	2017-2018
Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

### Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with [14 DE Admin. Code 505](#) and [Del. C., Title 14, Ch. 1, II](#);
- Meeting Delaware content standards and state program requirements in accordance with [14 DE Admin. Code 500](#);
- Administering state assessments as required by Delaware law and [14 DE Admin. Code 100](#) and [Del. C., Title 14, Ch. 1, IV](#);
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as [14 DE Admin. Code Title 14 Ch. 12](#);
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

#### Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

2016-2017	2017-2018
Meets Standard	Meets Standard

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the [Individuals with Disabilities Education Act](#) (IDEA), [Section 504 of the Rehabilitation Act of 1973](#), and the [Americans with Disabilities Act](#)), including requirements for:

- Identification and referral;
- Access to the school's facilities and programs for students and parents in a lawful manner and consistent with students' abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

#### Measure 1d.

Is the school fulfilling responsibilities for English Learners (ELs)?

2016-2017	2017-2018
Meets Standard	Meets Standard

Consistent with the school's status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act](#) (ESSA), and [Del. C. Title 14 Section 900 Special Populations, 920 Educational Programs for English](#)

Language Learners), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students' abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to [Del. C., Title 14, Ch. 5, §512 \(1-2\)](#);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to [Del. C., Title 29, Ch. 100](#), [Del. C., Title 14, Ch. 5, §512 \(14\)](#), and [Del. C., Title 14, Ch. 5, § 504 Corporate status](#);
- Board training as required by statute, pursuant to [Del. C., Title 14, Ch. 5, §512\(15\)](#) and [Del. C., Title 14, Ch. 18, §1803](#);
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to [Del. C., Title 14, Ch. 15](#), [Del. C., Title 14, Ch. 15 §1508](#), and [14 Del. Admin. Code 736](#);
- Conflicts of interest, paperwork, and processes pursuant to [Del. C., Title 29, Ch. 58, §5805](#); and
- Conduct of meetings and other business in accordance with the requirements of [Del. C., Title 29, Ch. 100](#).

### Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to [Del. C., Title 14, Ch. 5, §512 \(14\)](#).

### Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C. Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.

### 3. STUDENTS AND STAFF

#### Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware's Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to [Del. C., Title 14, Ch. 5, §512 \(13\)](#);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to [Del. C., Title 14, Ch. 5, §512 \(11\)](#), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

#### Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with [Del. C., Title 14, Ch. 5, §507 \(c\)](#), 14 Del. [Admin. Code 745](#), and [14 Del. Admin. Code 275.12](#).

#### 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

##### Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

#### SUMMARY AND OVERALL RATING

##### Las Américas Aspira Academy

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard

#### HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure's data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

## SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

### Las Américas Aspira Academy

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	M	D	M	M	D	M	Does Not Meet Standard
2013-2014	M	M	*	M	M	M	M	M	D	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

## DESCRIPTION OF PREVIOUS YEARS MEASURES:

### 1. EDUCATION PROGRAM

1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

### 2\*. FINANCIAL MANAGEMENT AND OVERSIGHT

*\* Data for this measure is now included in the Financial Performance Framework*

### 3. GOVERNANCE AND REPORTING

3a. Is the school complying with governance requirements?

3b. Is the school holding management accountable?

3c. Is the school complying with reporting requirements?

### 4. STUDENTS AND EMPLOYEES

4a. Is the school protecting the rights of all students?

4b. Is the school meeting attendance goals?

4c. Is the school meeting all staff credentialing requirements?

4d. Is the school respecting employee rights?

### 5. SCHOOL ENVIRONMENT

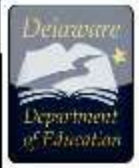
5a. Is the school complying with facilities and transportation requirements?

5b. Is the school complying with health and safety requirements?

### 6. ADDITIONAL OBLIGATIONS

6. Is the school complying with all other obligations?

## Appendix C



# Financial Framework Report

## LAS AMÉRICAS ASPIRA ACADEMY

Reporting Period: July 1, 2017 to June 30, 2018  
Published: January 11, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure's data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

### 1. NEAR TERM INDICATORS

#### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.87	1.51	1.31	3.12	3.58

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

**Measure 1b. Days Cash:***Cash divided by (Total Expenses / 365)*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
30	84	79	75	66

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

**Measure 1c. Enrollment Variance:***Actual Enrollment as of September 30 divided by Authorized Enrollment*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
105%	105%	102%	105%	105%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

## 2. SUSTAINABILITY INDICATORS

### Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: 5.57%	1 YR: 14.44%	1 YR: 7.9%	1 YR: -14.33%	1 YR: -4.36%
3 YR: 10.45%	3 YR: 11.4%	3 YR: 9.61%	3 YR: 1.31%	3 YR: -4.09%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

#### School Response To Rating:

LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support an \$11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. GASB 65 accounting standards requires LAAA to recognize \$1.04MM of interest on its long-term debt. By backing out the overall \$2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a rating of "Meets Standard."

### Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.57	0.8	0.76	0.95	0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

#### School Response To Rating:

Total Liabilities = \$23,706,150 and Total Assets = \$24,667,449. As of FY18, LAAA was in its first full year of long-term debt service (\$22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.

**Measure 2c. Cash Flow**

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: \$-122148	1 YR: \$1013507	1 YR: \$270903	1 YR: \$558355	1 YR: \$-83247
3 YR: \$-150188	3 YR: \$891359	3 YR: \$1284410	3 YR: \$829258	3 YR: \$475108

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

LAAA used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of \$83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 900 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA's ability to manage its resources and finances.

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.06	1.23	3.14	0.06	1.1

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

### 3. FINANCIAL MANAGEMENT AND OVERSIGHT

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
M	M	M	M	M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

### SUMMARY AND OVERALL RATING

#### Las Américas Aspira Academy

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2013-2014	F	D	M	M	M	M	F	M	M	Meets Standard
2014-2015	M	M	M	M	M	M	M	M	M	Meets Standard
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	F	AS	M	AS	M	Meets Standard
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard

[illegible]

## APPENDIX E

### 2017-2018 DE STATE SAT RESULTS BY DISTRICT/SCHOOL

School	District	Reading	Math	Total
LAAA	N/A	N/A	N/A	N/A
Christiana HS	Christina	439	415	854
Glasgow HS	Christina	427	415	842
Newark HS	Christina	472	457	929
William Penn HS	Colonial	438	424	862
Wilmington Charter	N/A	681	709	1390
Newark Charter	N/A	599	580	1179
DE Military Academy	N/A	567	558	1125
MOT Charter	N/A	565	526	1091
Sussex Academy	N/A	574	560	1134

Source: <http://php.delawareonline.com/news/2018/2018-school-test-scores/sat-scores.php?appSession=460L6624M41YK310V617PQH26U76GF2508SRJ666BEL8O63VTD1APU8K55P7WXOW23U29G7280Y4607YHS3Y56EMWEE85UNYC8AQ1I0UJO5LTH269BS2NIDCA8194LG0>

## APPENDIX F

### 2017-2018 DE STATE TEST RESULTS BY GRADE

District	Grade	ELA	Math
LAAA	8	66.7	40.8
	7	75	40
	6	46.2	34.7
	5	52	37.7
	4	50	40.8
	3	32.3	48.5

District	Grade	ELA	Math
Christina	8	33.7	21.4
	7	31.2	25.5
	6	35.4	27.5
	5	49.4	33.9
	4	44.6	38.9
	3	41.9	49

District	Grade	ELA	Math
Colonial	8	42.8	24.2
	7	47.8	24.6
	6	41.8	18.9
	5	48.9	29.5
	4	40.4	30.2
	3	33.8	31.4

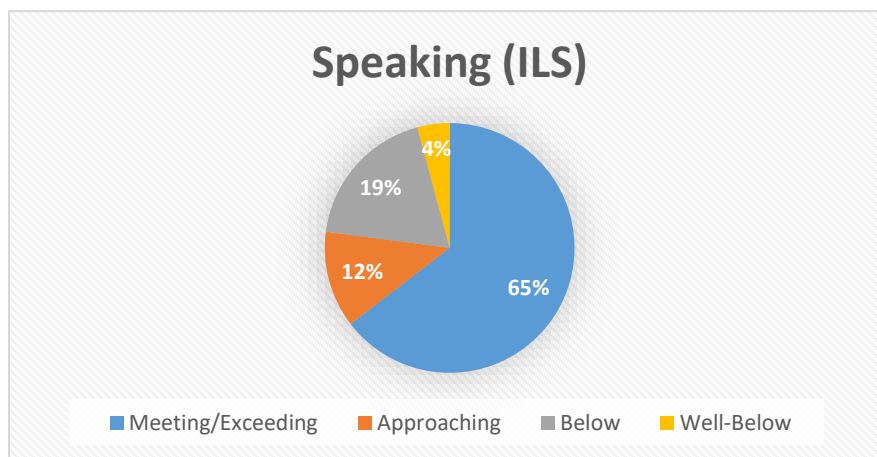
Source: <http://php.delawareonline.com/news/2018/2018-school-test-scores/>

## APPENDIX G

### APPLL RESULTS 2017-2018

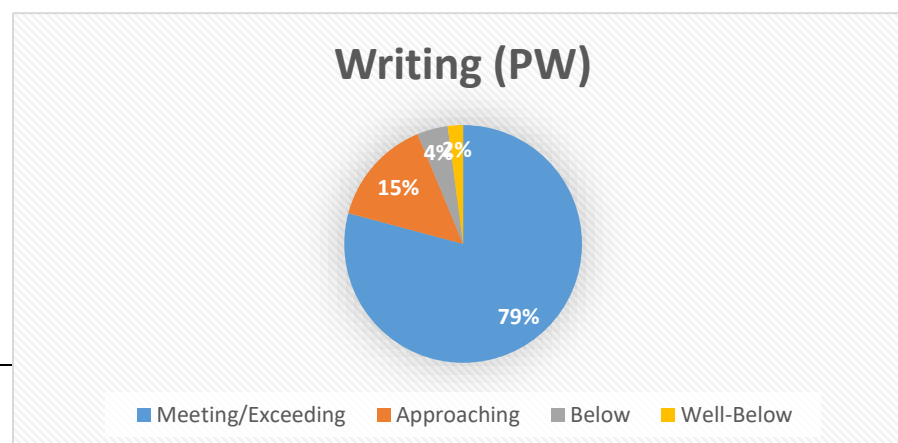
#### Speaking

Meeting/Exceeding	31	65%
Approaching	6	12%
Below	9	19%
Well-Below	2	4%
	48	100%



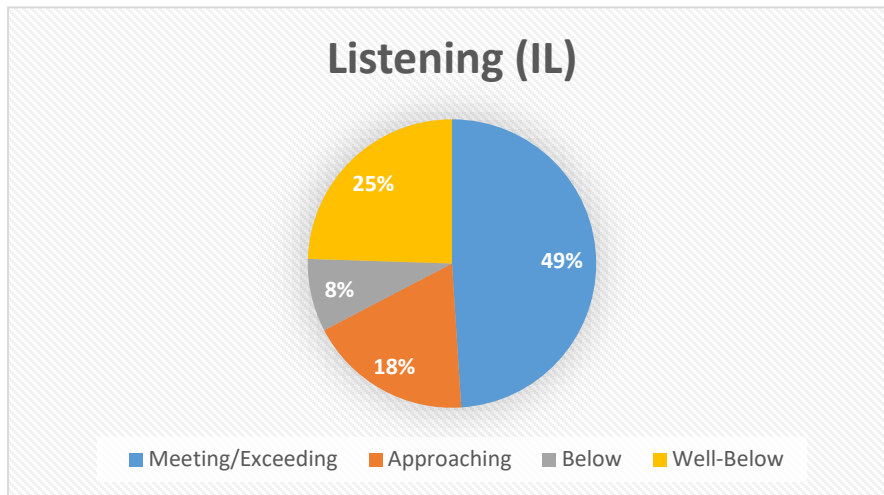
#### Writing

Meeting/Exceeding	38	79%
Approaching	7	15%
Below	2	4%
Well-Below	1	2%
	48	100%



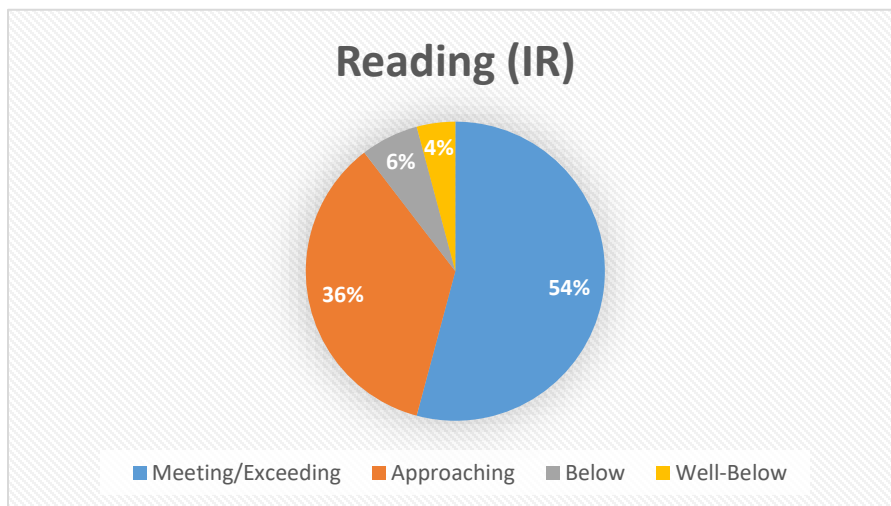
### Listening

Meeting/Exceeding	24	49%
Approaching	9	18%
Below	4	8%
Well-Below	12	25%
	49	100%



### Reading

Meeting/Exceeding	26	54%
Approaching	17	36%
Below	3	6%
Well-Below	2	4%
	48	100%



## APPENDIX H

### Demand for Bilingual Workers More than Doubled in 5 years, New Report Shows

**Source:** <https://www.newamericaneconomy.org/press-release/demand-for-bilingual-workers-more-than-doubled-in-5-years-new-report-shows/>

Date: March 1, 2017

New York, NY – Today, New American Economy (NAE) released a report on the growing demand for bilingual talent in major industries in the United States. The research looks at online job posting data acquired by Burning Glass Technologies, a leading labor market analytics firm that searches 40,000 job boards daily.

The report shows that employers increasingly desire workers who speak multiple languages, particularly in industries that provide services involving a high degree of human interaction. Bank of America, H&R Block, and Humana were among the top firms seeking bilingual workers, based on the share of online job listings posted in 2015.

“In today’s global economy, businesses require employees who can serve customers in a variety of languages,” said John Feinblatt, chairman of New American Economy. “This research highlights the growing need to attract and promote a multilingual workforce among both foreign- and U.S.-born talent.”

The report, *Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market*, finds:

Some employers have particularly strong demand for bilingual workers. More than a third of the positions advertised by Bank of America in 2015 were for bilingual workers. At the health insurer Humana, meanwhile, almost one in four online posts asked for such skills—including almost 40 percent of the company’s listings for registered nurses.

## APPENDIX I

### Workplace Benefits of Being Bilingual

Source: <https://www.fluentu.com/blog/benefits-of-being-bilingual/>

Knowing more than one language can give you a big boost professionally, and in today's economy, that's something everyone can use.

#### **1. Bilingualism can improve your competitiveness in the job market.**

Many companies have international offices, sell their products abroad and have production facilities in other countries. These companies want to hire versatile employees who can speak other languages and navigate different cultural expectations. So once you've got a second language under your belt, you might be fighting off job offers!

#### **2. Knowing a second language can open up new career opportunities.**

Jobs as translators and interpreters are in the top 15 fastest-growing occupations in the United States, with nearly 25,000 translation and interpretation jobs expected to become available by 2020. This estimate does not even include jobs in the military, which actively recruits people with a variety of language skills.

#### **3. Bilinguals can earn more money.**

Salary.com found that jobs with pay differentials based on bilingualism usually pay 5-20% more per hour for bilingual employees.

MIT economist Albert Saiz discovered that college graduates who speak two languages make an average of 2% more than those who do not.

#### **4. Being bilingual opens up social and cultural opportunities.**

Speaking another language lets you interact with different people and understand the nuances of another culture. This means you might have more opportunities to make friends, explore different hobbies and better understand your favorite foreign music, film and literature.

## **5. Speaking a second language improves problem-solving, multitasking and decision-making.**

Numerous studies have found that bilingualism can improve brain functions like the ability to focus attention and perform mental tasks.

A study in Scotland and Italy found that bilingual children were “significantly more successful” than their monolingual peers in problem-solving and creativity tasks. Another study found that people who speak more than one language can process information more efficiently and easily.

Speaking another language can even help you make more rational decisions! A study conducted by a team of psychologists at the University of Chicago found that forcing people to rely on a second language when making decisions reduced their natural human biases. The scientists concluded that using a foreign language provided increased cognitive and emotional distance that allowed people to focus on the information rather than their own emotions.

## APPENDIX J

Gregory R. Meece, Sr.  
School Director

200 McIntire Drive  
Newark, DE 19711



T: 302.369.2001

F: 302.369.7433

[www.NewarkCharterSchool.org](http://www.NewarkCharterSchool.org)

EXCELLENCE IN ACADEMICS AND BEHAVIOR

December 20, 2018

Dr. Susan Bunting  
Secretary of Education  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19901-3639

Dear Dr. Bunting:

I write to support Las Américas ASPIRA Academy's charter modification request to expand its student enrollment and to change its grade configuration to include high school.

Newark Charter School's partnership with Las Américas ASPIRA Academy and its head of school, Margie López Waite, goes back years before their school even opened. I personally met with Margie and the school's founding Board member many times to share lessons we learned and to be a sounding board for their ideas and plans. As someone who has been part of Delaware's public charter school landscape since 1995, I have seen the value of established charter schools helping new charter schools get off to a great start. As you know, the key is strong planning. Collaboration with other charter school leaders is one of the best ways to produce a great plan.

In 2011 Newark Charter School went through this modification process to do the same thing that Las Américas ASPIRA Academy seeks to do now. Margie and her team have continued to meet with me and my staff about adding a high school. Because of my ongoing involvement with Las Américas ASPIRA Academy, I am confident that its high school addition will be as successful as all of its past endeavors. But I support approval of its application, also, because of the need in the Greater Newark Community for strong public high schools, as well as great choice options. Newark Charter School and Las Américas ASPIRA Academy share many things in common, but its academic program with its focus on biliteracy is distinct. I know there is a strong demand for such a program, both among speakers of Spanish and English. In addition, our country is in need of citizens who are fluent in both languages. The school's results in this area speak for themselves.

Las Américas ASPIRA Academy is a success story in public education. I strongly endorse the school's plan to strengthen its mission and to give more families access to the school's unique and vital mission.

Sincerely,

Gregory R. Meece  
School Director

## APPENDIX K

### LAAA PARENT SURVEY – OCTOBER 2018

Grade Span	
K-2	29.5
3-5	39.1
6-8	31.4

HS Plans	
Feeder HS	14.1
Charter HS	59.5
Vo-Tech HS	19.1
Private HS	7.3
Home School	0

ASPIRA HS First Choice	
Yes	86.4
No	13.6

Desired ASPIRA HS Location	
Newark	90.5
Bear	50
New Castle	36.4
Wilmington	22.7
Middletown	14.1
Other	3.6

Academic Desires	
AP Courses	59.1
Dual Enrollment	77.3
Biliteracy	69.1
World Languages	33.6
STEM Pathways	75.9

Desired Academic Offerings	
Technology	
Graphic Design	
Engineering	
World Languages	
STEM	
Global Studies	
Money Management	
IB Program	
Drivers Ed	
Culinary	
Vo Tech	
Performing Arts	
Visual Arts	
Health Care	
Nursing	
Politics	
Business	
Psychology	

Extracurricular Activities	
Performing Arts	64.5
Visual Arts	48.2
Sports	83.6
After School Clubs	65.9

Business Pathways	42.7
Other Pathways	13.2
Other Academic	13.2

Most Important HS Quality	
Academics	
Class Size	
Safety	
Support	
Quality Teachers	
Curriculum - College/Trades	
Dual Language	
Location	
STEM	
Rigorous	
High Standards	
Same as LAAA	
AP Courses	
Diversity	
Community	
Sports	
Leadership	

Desired Activies	
Tutoring	
Cross Country	
Football	
Basketball	
Music	
Dance	
Softball	
Baseball	
Volleyball	
Soccer	
Reading Club	
Theater	
Cheer	
Wrestling	
Field Hockey	
Self Defense	
Boy/Girl Scouts	
Avid	
Swimming	
Lacrosse	
Student Government	
Model UN	
Study Abroad	
FFA	
Yearbook	
Robotics	
Science Olympiad	
Gymnastics	

## APPENDIX L

### Among current research findings (US Department of Education):

- Large high schools, particularly those serving low-income students, have disproportionately lower achievement and higher incidences of violence than smaller schools serving similar student populations.
- In small schools, students tend to be more satisfied, more academically productive, more likely to participate in school activities, better behaved, and less likely to drop out than students in large schools.
- The size of high schools may have an indirect effect on student learning. Essentially, more moderately sized schools-those with 900 or fewer students-likely improve the climate and conditions for student success, especially teacher sense of self-efficacy and appropriate sense of responsibility for student learning, when accompanied by high expectations, standards and supporting strategies. (Report available for a fee.)
- Smaller schools also may be safer because students feel less alienated, more nurtured and more connected to caring adults, and teachers feel that they have more opportunity to get to know and support their students.
- While small schools have a higher cost per pupil than large schools, they have a lower cost per graduate 🏆 PDF (290K) since they tend to have lower dropout rates. Also, the higher percentage of dropouts from large schools carries additional societal costs.
- At the same time, some high schools may theoretically be too small to provide adequate resources, and the effects of school size may be more important for some groups of students than others.

Source: <https://www2.ed.gov/about/offices/list/ovae/pi/hs/schoolsize.html>

## **APPENDIX M**

### **Budget Narrative**

#### **State and Local Revenue Growth Sheet**

Six years of actuals for state and local school district funding; avg. over last three years:

Blended student rate with CSD settlement funds = \$12,053; increase for state and local funding (without settlement funds) averages 5.16% and 6.41% respectively.

For the 20-24 operating budget projections – LAAA used FY19 rates (no increase based on state and local growth, thus conservative revenue projections)

#### **Financial Framework**

Meets Standard every year since inception of framework in FY14 - \$21MM in bond financing July 2016. LAAA is now at its MADS of \$1.3MM. Sustainability indicators affected because of debt load and capital costs covered with operating funds. We will continue to meet our debt obligations.

#### **Enrollment Breakdown**

Yellow box depicts actual FY19 data, which includes Special Education percentages and an enrollment breakdown per grade from each school district, for the FY19 school year. LAAA used the same Spec. Ed. and enrollment rates throughout the FY20-24 budgeting model. On the enrollment breakdown sheet, Spec. Ed. enrollment displaced 4<sup>th</sup> and/or 5<sup>th</sup> grade enrollment and was inserted in the basic, intense or complex columns consistent with the FY19 percentages.

The enrollment numbers were then taken from this sheet and input into the FY20 through FY24 DOE revenue estimate sheets to determine funding units for the budgeting model. Note – Seven (7) custodial units were added to each total personnel count, as LAAA currently is allotted eight (8) custodial units in FY19. Additionally, Nurse units were added to FY23 and FY24. Div I and total personnel units are listed year by year atop the revenue projections for each year in the FY20-24 operating budget.

#### **FY20-24 Operating Budget**

Revenue Projections based on 100% of planned enrollment for years FY20 – FY24, which includes opening the high school in FY21. The DDOE templates were used to project state and local district funding (units), along with the FY19 actual funding for LAAA, thus determining the unit counts for each year. Student counts correlating to FY19 feeder district percentages; e.g. Christina School District = 58.6%, were input into the templates based on projections for each grade level in the school building(s), and the breakout of enrollment and state funding units is shown above the revenue projections of each year.

State and local school district projections based on FY19 per pupil rates

Other Local (Extended Care, Lunch Reimbursements and Early Child Care Development) projections based on FY19 YTD receipts. Donations and Summer Camp projections remain fixed at the FY19 levels of \$36k and \$43K respectively throughout the five-year period.

Federal Funding (Consolidated Grant) based on FY19 per pupil rates.

Revenue projections do not include additional State EL or LI funding or State/Federal grants.

## Expenditures

Salary and OEC Projections are based on additional units with an 1% increase in pension each year; i.e., pension rate is 24.15% in FY20 and increases by 1% each year to 28.15% in FY24. Total debt service for \$21MM bond financing annual debt included in projections – MADS = \$1.317MM.

Beginning in FY21, additional expenses are projected for office space with significant increases each year to allow for building in renovation/building improvement costs into new lease – to avoid the need for additional financing.

In addition, in FY21 fleet rental (student transportation and fleet services van) increased to support transportation and extracurricular activities in both schools. Meals will be transported from LAAA (elementary school) to the high school.

Significant increases in utilities and maintenance beginning in FY21 for occupying another building. Also, increases in capital expenditures for outfitting additional classrooms with furniture, technology and other equipment, as well as custodial/maintenance equipment.

FSF Cash balance increases yearly with an anticipated surplus each year.

## STATE AND LOCAL REVENUE GROWTH

6 years of actuals FY19 State and Local District Funding Revenue										
Fund	Rev Apr # or Obj Category	Description	Actuals YTD June 30, 2014	Actuals YTD June 30, 2015	Actuals YTD June 30, 2016	Actuals YTD June 30, 2017	Actuals YTD June 30, 2018	Actuals YTD December 31, 2019	Average per pupil over 5 yrs	Average per pupil over last 3 yrs
REVENUES										
		Number of Students	439	541	639	698	740	785		
		CSD Students				421	429	460		
169 - State	05213	State Funding - Based on Unit Formula	\$2,789,384	\$3,505,723	\$4,511,598	\$5,155,933	\$5,786,473	\$6,444,399		
069 - Local	98000	Local District Funding	\$1,528,852	\$1,867,927	\$2,305,370	\$2,528,774	\$2,963,598	\$3,403,701		
		CSD Settlement Funds				\$108,754	\$111,992	\$119,834		
		Blended State/Student	\$6,353.95	\$6,480.08	\$7,060.40	\$7,386.72	\$7,819.56	\$8,209.43	\$7,391.24	\$7,805.24
		Blended Local/Student	\$3,482.58	\$3,452.73	\$3,607.78	\$3,622.89	\$4,004.86	\$4,335.92	\$3,804.84	\$3,987.89
		Settlement/CSD Student				\$258.32	\$261.05	\$260.51	N/A	\$259.96
					Local & CSD	\$3,881.21	\$4,265.92	\$4,596.43		
		Total Blended/Student Funding	\$9,836.53	\$9,932.81	\$10,668.18	\$11,009.61	\$11,824.42	\$12,545.35	\$11,196.07	\$12,053.09
		State Funding		1.99%	8.96%	4.62%	5.86%	4.99%	5.28%	5.16%
		Local Funding (Settlement not included)		-0.86%	4.49%	0.42%	10.54%	8.27%	4.57%	6.41%

FY19 Spec Ed and School District Enrollment										
Basic = 3.32%					Appo = 1%					
Intense = 3.44%					Brandywine = 1%					
Complex = 1.02%					Christina = 59%					
Spec Ed = 7.78%					Colonial = 24%					
					Red Clay = 15%					
FY20					FY20	Appo	Brand	Chris	Col	RC
K	100				K-3	4.00	4.00	236.00	96.00	60.00
1	100				4-12	4.27	4.27	251.93	102.48	64.05
2	100				Basic	0.30	0.30	17.70	7.20	4.50
3	100	400			Intense	0.31	0.31	18.29	7.44	4.65
4	30	basic	intense	complex	Complex	0.09	0.09	5.31	2.16	1.35
5	100	30	31	9		9	9	529	215	135
6	97									
7	100									
8	100	427								
	897									
FY21					FY21	Appo	Brand	Chris	Col	RC
K	125				K-3	4.25	4.25	250.75	102.00	63.75
1	100				4-12	5.40	5.40	318.60	129.60	81.00
2	100				Basic	0.35	0.35	20.65	8.40	5.25
3	100	425			Intense	0.36	0.36	21.24	8.64	5.40
4	18	basic	intense	complex	Complex	0.11	0.11	6.49	2.64	1.65
5	100	35	36	11		10	10	618	251	157
6	122									
7	100									
8	100									
9	100	540								
	1047									
FY22					FY22	Appo	Brand	Chris	Col	RC
K	125				K-3	4.50	4.50	265.50	108.00	67.50
1	125				4-12	6.54	6.54	385.86	156.96	98.10
2	100				Basic	0.40	0.40	23.60	9.60	6.00
3	100	450			Intense	0.41	0.41	24.19	9.84	6.15
4	100	basic	intense	complex	Complex	0.12	0.12	7.08	2.88	1.80
5	7	40	41	12		12	12	706	287	180
6	122									
7	125									
8	100									
9	100									
10	100	654								
	1197									

FY19 Spec Ed and School District Enrollment										
Basic = 3.32%					Appo = 1%					
Intense = 3.44%					Brandywine = 1%					
Complex = 1.02%					Christina = 59%					
Spec Ed = 7.78%					Colonial = 24%					
					Red Clay = 15%					
		</								

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Charter School Name:

LAAA

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.  
-State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

Specify the county the school will be located

Enter the number of tenth graders in the box in cell location J12

K-10	Example K-3, 9-12)
New Castle	Choices New Castle, Kent or Sussex

#Students per unit	
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$7,878,241	\$5,083,664	\$12,961,905

Enter Estimated # of 10th Graders Here

100

UNITS 76.72

#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount	
22 Associationville	5.00	\$2,048.26	\$10,241	Regular/Special K-3	5.00	\$4,689.04	\$24,195	Regular/Special K-3	0.00	\$1,360.21	\$0	10 Caesar Rodney	0.00	\$1,360.21	\$0		
Regular Students 4-12	6.00	\$1,659.09	\$9,955	Regular Students 4-12	6.00	\$3,919.63	\$23,518	Regular Students 4-12	0.00	\$1,101.77	\$0	Regular Students 4-12 Basic	0.00	\$2,623.26	\$0		
Special Students 4-12 Basic	1.00	\$3,950.22	\$3,950	Special Students 4-12 Basic	0.00	\$3,932.42	\$9,352	Special Students 4-12 Basic	0.00	\$3,672.55	\$0	Special Students 4-12 Intense	0.00	\$3,672.55	\$0		
Special Students 4-12 Intense	0.00	\$3,520.51	\$0	Special Students 4-12 Intense	0.00	\$3,166.42	\$0	Special Students 4-12 Intense	0.00	\$0,475.14	\$0	Special Students 4-12 Complex	0.00	\$0	\$0		
Special Students 4-12 Complex	0.00	\$12,762.25	\$0	Special Students 4-12 Complex	12.00	\$50,150.97	\$57,045										
Totals	12.00		\$24,146														

#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount	
17 Cape Henlopen	0.00	\$3,654.53	\$0	Regular/Special K-3	0.00	\$1,325.83	\$0	Regular/Special K-3	765.00	\$4,641.88	\$1,230,125	33 Christian	0.00	\$1,230.125	\$0		
Regular Students 4-12	0.00	\$2,980.17	\$0	Regular Students 4-12	0.00	\$1,073.82	\$0	Regular Students 4-12	386.00	\$3,760.00	\$1,451,360	Regular Students 4-12 Basic	24.00	\$8,952.39	\$214,857		
Special Students 4-12 Basic	0.00	\$7,048.03	\$0	Special Students 4-12 Basic	0.00	\$2,556.55	\$0	Special Students 4-12 Basic	24.00	\$12,533.34	\$300,800	Special Students 4-12 Intense	7.00	\$28,523.09	\$202,462		
Special Students 4-12 Intense	0.00	\$9,857.24	\$0	Special Students 4-12 Intense	0.00	\$3,579.73	\$0	Special Students 4-12 Intense	706.00	\$28,923.09	\$202,462	Special Students 4-12 Complex		\$3,399.604	\$0		
Special Students 4-12 Complex	0.00	\$22,770.56	\$0	Special Students 4-12 Complex	0.00	\$8,280.91	\$0	Special Students 4-12 Complex									
Totals	0.00		\$0				\$0										

#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount	
24 Colonial	108.00	\$2,654.78	\$287,796	Regular/Special K-3	0.00	\$598.49	\$0	Regular/Special K-3	0.00	\$2,647.51	\$0	35 Indian River	0.00	\$2,647.51	\$0		
Regular Students 4-12	156.00	\$2,158.47	\$336,721	Regular Students 4-12	0.00	\$484.78	\$0	Regular Students 4-12	0.00	\$2,144.48	\$0	Regular Students 4-12 Basic	0.00	\$5,105.81	\$0		
Special Students 4-12 Basic	10.00	\$5,139.22	\$51,392	Special Students 4-12 Basic	0.00	\$1,154.23	\$0	Special Students 4-12 Basic	0.00	\$7,148.27	\$0	Special Students 4-12 Intense	0.00	\$16,486.00	\$0		
Special Students 4-12 Intense	10.00	\$7,194.91	\$71,949	Special Students 4-12 Intense	0.00	\$3,729.05	\$0	Special Students 4-12 Intense	0.00			Special Students 4-12 Complex	0.00		\$0		
Special Students 4-12 Complex	3.00	\$16,600.65	\$49,811	Special Students 4-12 Complex	0.00		\$0										
Totals	287.00		\$797,670				\$0										

#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount	
15 Little Forest	0.00	\$1,189.26	\$0	Regular/Special K-3	0.00	\$595.61	\$0	Regular/Special K-3	0.00	\$1,077.92	\$0	18 Milford	0.00	\$1,077.92	\$0		
Regular Students 4-12	0.00	\$970.59	\$0	Regular Students 4-12	0.00	\$484.87	\$0	Regular Students 4-12	0.00	\$873.12	\$0	Regular Students 4-12 Basic	0.00	\$2,078.55	\$0		
Special Students 4-12 Basic	0.00	\$2,310.94	\$0	Special Students 4-12 Basic	0.00	\$1,154.25	\$0	Special Students 4-12 Basic	0.00	\$2,910.39	\$0	Special Students 4-12 Intense	0.00	\$6,716.29	\$0		
Special Students 4-12 Intense	0.00	\$3,225.31	\$0	Special Students 4-12 Intense	0.00	\$3,729.61	\$0	Special Students 4-12 Intense	0.00			Special Students 4-12 Complex	0.00		\$0		
Special Students 4-12 Complex	0.00	\$7,465.11	\$0	Special Students 4-12 Complex	0.00		\$0										
Totals	0.00		\$0				\$0										

#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount	
32 Red Clay	68.00	\$1,520.51	\$203,683	Regular/Special K-3	0.00	\$1,626.51	\$0	Regular/Special K-3	0.00	\$1,626.51	\$0	24 Smyrna	0.00	\$1,626.51	\$0		
Regular Students 4-12	98.00	\$1,415.11	\$138,643	Regular Students 4-12	0.00	\$2,398.18	\$0	Regular Students 4-12	0.00	\$2,225.06	\$0	Regular Students 4-12 Basic	0.00	\$2,225.06	\$0		
Special Students 4-12 Basic	6.00	\$3,277.06	\$40,662	Special Students 4-12 Basic	0.00	\$3,343.45	\$0	Special Students 4-12 Basic	0.00	\$3,130.34	\$0	Special Students 4-12 Intense	0.00	\$7,223.56	\$0		
Special Students 4-12 Intense	6.00	\$11,597.88	\$69,527	Special Students 4-12 Intense	0.00	\$7,715.64	\$0	Special Students 4-12 Intense	0.00			Special Students 4-12 Complex	0.00		\$0		
Special Students 4-12 Complex	2.00	\$26,741.26	\$53,483	Special Students 4-12 Complex	0.00		\$0										
Totals	180.00		\$895,199				\$0										

#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount		#		Local Pupil Rate		Amount	
35 Woodliffe	0.00	\$1,091.46	\$0	Regular/Special K-3	0.00	\$894.08	\$0	Regular/Special K-3	0.00	\$2,104.55	\$0						
Regular Students 4-12	0.00	\$2,104.55	\$0	Regular Students 4-12	0.00	\$2,046.83	\$0	Regular Students 4-12	0.00	\$6,800.62	\$0						
Special Students 4-12 Basic	0.00	\$2,046.83	\$0	Special Students 4-12 Basic	0.00	\$0	\$0										
Special Students 4-12 Intense	0.00	\$6,800.62	\$0	Special Students 4-12 Intense	0.00	\$0	\$0										
Special Students 4-12 Complex	0.00	\$0	\$0	Special Students 4-12 Complex	0.00	\$0	\$0										
Totals	0.00		\$0				\$0										

	#students per unit
Regular/Special K-3	16.2

Regular Students 4-12		20
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Special Students 4-12 Basic	8.4
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Special Students 4-12 Intense 6

Special Students 4-12 Complex	2.6
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Enter Estimated # of 10th Graders Here

100

29 Accountant		31 Brandwine		10 Caesar Rodney		
	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	
Regular/Special K-3	\$2,048.26	\$10,241	5	Regular/Special K-3	\$1,360.12	0.00
Regular Students 4+12	\$1,659.09	\$13,273	7	Regular Students 4+12	\$1,101.77	0.00
Special Students 4+12 Basic	\$3,950.22	\$3,950	1	Special Students 4+12 Basic	\$2,623.86	0.00
Special Students 4+12 Inverse	\$5,550.31	\$0	0	Special Students 4+12 Inverse	\$3,672.56	0.00
Special Students 4+12 Complex	\$12,762.25	\$0	0	Special Students 4+12 Complex	\$9,475.14	0.00
Totals		\$27,464	13.00		\$60,955	0.00

17 Grade Hemlock		33 Crestline	
Local Pupil Rate	Amount	Local Pupil Rate	Amount
Regular/Special K-3	\$3,654.53	Regular/Special K-3	\$4,641.98
Regular Students 4-12	\$2,960.17	Regular Students 4-12	\$3,760.00
Special Students 4-12 Basic	\$7,048.03	Special Students 4-12 Basic	\$8,962.39
Special Students 4-12 Inverse	\$0.867.24	Special Students 4-12 Inverse	\$17,553.34
Special Students 4-12 Complex	\$22,770.56	Special Students 4-12 Complex	\$26,923.09
Totals	\$0.00	Totals	\$78,000.00

2023-2024		2023-2024		2023-2024	
Location	Amount	Location	Amount	Location	Amount
Regular Special K-3	114.00	Regular Special K-3	0.00	Regular Special K-3	0.00
Regular Students 4-12	184.00	Regular Students 4-12	0.00	Regular Students 4-12	0.00
Special Students 4-12 Basic	11.00	Special Students 4-12 Basic	0.00	Special Students 4-12 Basic	0.00
Special Students 4-12 Intense	3.00	Special Students 4-12 Intense	0.00	Special Students 4-12 Intense	0.00
Special Students 4-12 Complex	11.00	Special Students 4-12 Complex	0.00	Special Students 4-12 Complex	0.00
Totals	323.00				

Category	Regular	Special	Regular	Special	Regular	Special	Regular	Special	Regular	Special	Regular	Special	Regular	Special	Regular	Special	Regular	Special	Regular	Special
Regular Students K-3	0.00	\$1,198.26	\$0	\$5598.61	0.00	\$1,077.32	\$0	\$0	0.00	\$873.12	\$0	\$0	0.00	\$873.12	\$0	\$0	0.00	\$873.12	\$0	\$0
Regular Students 4-12	0.00	\$970.59	\$0	\$4584.87	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0	\$0	0.00	\$0	\$0
Special Students 4-12 Basic	0.00	\$2,310.94	\$0	\$11,594.46	0.00	\$2,078.85	\$0	\$0	0.00	\$2,078.85	\$0	\$0	0.00	\$2,078.85	\$0	\$0	0.00	\$2,078.85	\$0	\$0
Special Students 4-12 Inverse	0.00	\$3,226.31	\$0	\$1,616.25	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0	\$0	0.00	\$0	\$0
Special Students 4-12 Complex	0.00	\$7,466.11	\$0	\$0	0.00	\$5,716.29	\$0	\$0	0.00	\$5,716.29	\$0	\$0	0.00	\$5,716.29	\$0	\$0	0.00	\$5,716.29	\$0	\$0
Totals	0.00		\$0	\$0	0.00		\$0	\$0	0.00		\$0	\$0	0.00		\$0	\$0	0.00		\$0	\$0

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Charter School Name: LAAA

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.  
-State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

K-12

Specify the county the school will be located

New Castle

Enter the number of tenth graders in the box in cell location J12

Options New Castle, Kent or Sussex

Enter the number of tenth graders in the box in cell location J12

Options New Castle, Kent or Sussex

Special Students 4-12 Inverse

Special Students 4-12 Complex

2.0

State Funding

Local Funding

Total Funding

95.20

Enter Estimated # of 10th Graders Here

100

23 Abbeville

Regular/Special K-3

5.00

Local Pupil Rate

Amount

\$10,241

Regular/Special K-3

5.00

Local Pupil Rate

Amount

\$4,893.04

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,360.21

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,360.21

Regular Students 4-12

9.00

Local Pupil Rate

Amount

\$14,932

Regular Students 4-12

9.00

Local Pupil Rate

Amount

\$3,919.63

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$1,101.77

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,623.26

Special Students 4-12 Basic

1.00

Local Pupil Rate

Amount

\$3,950

Special Students 4-12 Basic

1.00

Local Pupil Rate

Amount

\$9,332.44

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,672.56

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$5,530.31

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$3,672.56

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$8,475.14

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$12,762.25

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$30,150.97

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$68,804

Totals

15.00

Local Pupil Rate

Amount

\$29,123

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$3,654.53

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,326.83

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$4,641.98

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,960.17

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$1,073.92

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$3,760.00

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$7,048.03

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,556.95

Special Students 4-12 Basic

29.00

Local Pupil Rate

Amount

\$8,852.39

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$9,867.24

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$3,579.73

Special Students 4-12 Inverse

31.00

Local Pupil Rate

Amount

\$7,253.34

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$22,770.56

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$8,250.91

Special Students 4-12 Complex

9.00

Local Pupil Rate

Amount

\$28,923.09

Totals

0.00

Local Pupil Rate

Amount

\$0

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$2,654.78

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$2,647.51

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$2,647.51

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,158.47

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,144.48

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,144.48

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$5,139.22

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$5,105.91

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$5,105.91

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$7,194.91

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$7,148.27

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$7,148.27

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$16,603.65

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$16,495.00

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$16,495.00

Totals

399.00

Local Pupil Rate

Amount

\$989,635

Regular/Special K-3

120.00

Local Pupil Rate

Amount

\$319,774

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$598.49

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$2,647.51

Regular Students 4-12

211.00

Local Pupil Rate

Amount

\$455,437

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$484.78

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,144.48

Special Students 4-12 Basic

12.00

Local Pupil Rate

Amount

\$61,671

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$1,154.23

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$5,105.91

Special Students 4-12 Inverse

12.00

Local Pupil Rate

Amount

\$86,339

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$1,615.92

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$7,148.27

Special Students 4-12 Complex

4.00

Local Pupil Rate

Amount

\$66,415

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$3,729.05

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$16,495.00

Totals

399.00

Local Pupil Rate

Amount

\$989,635

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,199.26

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$598.49

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$2,647.51

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$970.69

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$484.78

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,144.48

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,316.94

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$1,154.46

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,144.48

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$3,235.31

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$1,616.25

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$7,148.27

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$7,466.11

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$3,729.05

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$16,495.00

Totals

0.00

Local Pupil Rate

Amount

\$0

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,291.61

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,226.31

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,159.39

Regular Students 4-12

75.00

Local Pupil Rate

Amount

\$321,886

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$1,003.03

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$389.10

Special Students 4-12 Basic

132.00

Local Pupil Rate

Amount

\$458,880

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,388.18

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,256.96

Special Students 4-12 Inverse

8.00

Local Pupil Rate

Amount

\$6,216

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$3,343.45

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$3,130.34

Special Students 4-12 Complex

8.00

Local Pupil Rate

Amount

\$92,703

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$7,715.64

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$7,223.86

Totals

225.00

Local Pupil Rate

Amount

\$993,167

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,091.46

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,091.46

Regular/Special K-3

0.00

Local Pupil Rate

Amount

\$1,091.46

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$894.08

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,104.95

Regular Students 4-12

0.00

Local Pupil Rate

Amount

\$2,104.95

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,946.93

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,946.93

Special Students 4-12 Basic

0.00

Local Pupil Rate

Amount

\$2,946.93

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$6,800.62

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$6,800.62

Special Students 4-12 Inverse

0.00

Local Pupil Rate

Amount

\$6,800.62

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$0

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$0

Special Students 4-12 Complex

0.00

Local Pupil Rate

Amount

\$0

Totals

0.00

Local Pupil Rate

Amount

\$0

**Funding Summary as of 12/10/2018**

Charter/District Name: Las Americas Aspira Academy

Fiscal Year: 2019

Grade Configuration: KN-8

Meals Configuration: Meals prepared by the school

Total Enrollment: 785

Appoquinimink School District	11	Colonial School District	188
Brandywine School District	8	Red Clay Consolidated School District	115
Christina School District	460	Smyrna School District	2

Transportation Eligible: 784

Personnel					Other State Sources		
Description	Units Funded	Units Allocated	Unit Cost	Total Cost	Description	Units	Total Cost
# of Div I Units Generated	51.36	51.00	\$38,776	\$1,991,510	Division II Units	51.36	
Administrative Assistant	1.00	1.00	\$50,162	\$50,162	Division II - All Other Costs - Current Unit Value	\$2,925.00	\$150,228
11 Month Supervisor	0.34	0.00	\$65,080	\$22,120	Division II - Energy - Current Unit Value	\$2,387.00	\$122,596
Transportation Supervisor	0.11	0.00	\$65,080	\$7,157	Division III - Equalization - Unit Value	\$6,618.93	\$339,948
Principal	1.00	1.00	\$64,956	\$64,956	Division III Visiting Teacher		\$1,360
Assistant Principal	1.65	1.00	\$57,208	\$94,393	Academic Excellence Division III		\$20,783
Visiting Teacher	0.21	0.00	\$45,333	\$9,520	Academic Excellence Division II		\$9,185
Driver Education Teacher	0.00	0.00	\$41,247	\$0	Division III Psychologist		\$2,039
Nurse	1.08	1.00	\$38,133	\$41,336	Professional & Curriculum Development		\$9,006
Academic Excellence Units	3.14	1.00	\$42,041	\$132,008	Division II AOC Reduction		(\$128,594)
Clerical Units	5.00	3.00	\$25,677	\$128,367	Student Transportation Amount		\$755,980
Custodial Units	8.00	8.00	\$23,757	\$190,053	Driver Education Maintenance		\$0
Cafeteria Manager	0.73	0.73	\$43,687	\$31,892			
Cafeteria Worker	4.87	4.87	\$22,685	\$110,476	Subtotal Other Sources		\$1,282,561
Related Service Specialist - Basic	0.77	0.00	\$46,252	\$35,614			
Related Service Specialist - Intense	0.82	0.00	\$46,252	\$37,927	Total of Personnel Revenue and Other Sources		\$6,444,399
Related Service Specialist - Complex	1.03	0.00	\$46,252	\$47,640			
Supervisor Building/Grounds	0.00	0.00	\$0	\$0	Adjustment		\$17,051
					Adjusted Total		\$6,461,450
Subtotal Salary Costs				\$2,995,149			
					Amount Already Forwarded		\$5,164,430
FY OEC Components							
Pension			\$0	\$693,377	Remainder to Forward		\$1,297,020
Workman's Compensation			\$0	\$46,425			
Unemployment Insurance			\$0	\$3,295			
FICA			\$0	\$185,699	Notes/Explanation for adjustment: \$6,575 - J. McGonegal termination payout; \$10,476 - J. Urdiales termination payout		
Medicare			\$0	\$43,430			
Health Insurance Costs				\$1,194,463			
Subtotal Personnel Revenue				\$5,161,838			

**Las Américas ASPIRA Academy Charter School**  
**FY20-24 Preliminary Operating Budget - High School Expansion**



December 20, 2018

326 Ruthar Drive  
Newark, DE 19711  
(302) 292-1463

**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Fred West

**Citizen Budget Oversight Committee**

Luis Santiago – ADCO Board Treasurer/Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Parent Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan – Parent Representative

Las Américas ASPIRA Academy Charter School  
Budget Assumption and Guidelines  
FY 20-24 Preliminary Operating Budget - High School Expansion

Key Assumptions and Notes:

- 1) Planned enrollment is FY20 - 897, FY21 - 1,047, FY22 - 1,197, FY23 - 1,347 & FY24 - 1,497
- 2) Revenue projections include a carryover from FY19 of \$1,002MM
- 3) Revenue projections assume minimal donations of \$35K with no increase throughout five years
- 4) State and Local School District Funding projections based on ODOE Charter School Worksheets (Staffing Units) and FY19 receipts
- 5) Other Local (ECDC/Extended Care Programs/Lunch Reimbursements) funding projections based on FY19 Budget / per pupil rates
- 6) Federal funding projections based on FY19 per pupil rates
- 7) Revenue projections do not include any private or additional state EL or LI funding or grants
- 8) Expense projections follow LAAA Budget Model (Percent of Total Budget Revenue Targets)
- 9) Expense projections include anticipated new building lease beginning in FY21
- 10) Expense projections include minimal capital expenditures

Guidelines for Total Expenditures

Percent of Total Budget Revenue Targets	
New Revenue / No Carryover	55% to 75%
Salaries & OECs	<15%
Management	8% to 10%
Transportation	10% to 15%
Remainder	

Lac Amérindian ASPIRA Academy Charter School  
 Budget Summary - Cash Basis  
 FY 20-24 Preliminary Operating Budget - High School Expansion

Fund	Account Code	Description	FY20	FY21	FY22	FY23	FY24
<b>REVENUES</b>							
	Number of Students		887	1047	1187	1347	1487
	High School		7-9 = 300	7-9 = 300	7-10 = 425	7-11 = 550	7-12 = 675
	Elementary		K-6 = 897	K-6 = 747	K-6 = 772	K-6 = 797	K-6 = 822
	Div I Units		57.79	67.58	76.72	85.77	95.2
	Total Personnel Units		89.33	102.51	115.59	127.76	140.82
State	05213	Division I (Salary & OEC)	\$ 5,808,073	\$ 6,791,998	\$ 7,710,596	\$ 8,620,149	\$ 9,567,893
State	05213	Division II (Materials, Supplies, Services)	\$ 24,342	\$ 28,466	\$ 32,316	\$ 36,128	\$ 40,100
State	05213	Division III (Energy)	\$ 137,944	\$ 161,313	\$ 183,130	\$ 204,732	\$ 227,242
State	05213	Division III (Academic Excellence)	\$ 10,335	\$ 12,086	\$ 13,720	\$ 15,339	\$ 17,025
State	05213	Division III (Equalization)	\$ 382,508	\$ 447,307	\$ 507,804	\$ 567,705	\$ 630,122
State	05213	Division III (Visiting Teacher)	\$ 1,564	\$ 1,829	\$ 2,076	\$ 2,321	\$ 2,576
State	05213	Division III (Academic Excellence)	\$ 23,385	\$ 27,346	\$ 31,045	\$ 34,707	\$ 38,523
State	05213	Division III (Psychologist)	\$ 2,294	\$ 2,683	\$ 3,046	\$ 3,405	\$ 3,779
State	05213	Professional & Curriculum Development	\$ 10,134	\$ 11,850	\$ 13,453	\$ 15,040	\$ 16,693
State	05213	Adjustment (Payouts)	\$ -	\$ -	\$ -	\$ -	\$ -
State	05213	Student Transportation	\$ 784,875	\$ 916,125	\$ 1,047,375	\$ 1,178,625	\$ 1,309,875
State	05213	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
State	50022	MCI/Annual Maintenance	\$ 136,550	\$ 159,384	\$ 182,218	\$ 205,053	\$ 227,887
State	05225	Professional Learning Grant	\$ -	\$ -	\$ -	\$ -	\$ -
State	05235	Technology Block Grant	\$ 21,293	\$ 24,853	\$ 28,414	\$ 31,975	\$ 35,535
State	05155	Opportunity Grant	\$ -	\$ -	\$ -	\$ -	\$ -
State	05289	Education Sustainment Fund	\$ 159,097	\$ 185,702	\$ 212,307	\$ 238,911	\$ 265,516
State	05309	SBBO - K-3 (05309)	\$ 12,447	\$ 10,407	\$ 10,754	\$ 11,101	\$ 11,448
State	05310	SBBO Reading (05310)	\$ 90,689	\$ 75,827	\$ 78,355	\$ 80,882	\$ 83,410
State	10171	School Safety & Security Grant	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal State</b>			<b>\$ 7,806,680</b>	<b>\$ 8,867,177</b>	<b>\$ 10,068,610</b>	<b>\$ 11,248,074</b>	<b>\$ 12,477,828</b>
Local	98000	School District Local Fund Transfers	\$ 3,889,325	\$ 4,539,713	\$ 5,190,102	\$ 5,840,491	\$ 6,490,880
Local	98000	Local (Other than School District)	\$ 181,717	\$ 212,105	\$ 242,492	\$ 272,880	\$ 303,267
Local	98000	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98060	ECDC	\$ 190,476	\$ 165,238	\$ 170,746	\$ 175,254	\$ 181,762
Local	98060	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98139	Before and After School Program	\$ 147,914	\$ 123,674	\$ 127,796	\$ 131,918	\$ 136,041
Local	98139	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98159	Donations	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000
Local	98159	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98133	Construction Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98133	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	91100	Lunch Reimbursement & Purchases	\$ 548,177	\$ 639,845	\$ 731,513	\$ 823,182	\$ 914,850
Local	91100	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98205	Summer Camp	\$ 43,491	\$ 43,491	\$ 43,491	\$ 43,491	\$ 43,491
Local	98205	C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98255	Donations II (Annual Giving)	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98255	Donations II (Annual Giving) C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98079	Contingency C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	98041	CERP	\$ 612	\$ 715	\$ 817	\$ 920	\$ 1,022
Local	98041	CERP C/O	\$ -	\$ -	\$ -	\$ -	\$ -
Local	99150	FY17 OSD Settlement	\$ 136,977	\$ 159,883	\$ 182,789	\$ 205,695	\$ 228,600
<b>Subtotal Local</b>			<b>\$ 6,174,888</b>	<b>\$ 6,820,884</b>	<b>\$ 7,726,747</b>	<b>\$ 8,630,830</b>	<b>\$ 9,536,913</b>
Federal	40554	Title I	\$ 215,753	\$ 251,832	\$ 287,911	\$ 323,990	\$ 360,070
Federal	40554	Title I	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	40114	Title II	\$ 42,907	\$ 50,083	\$ 57,258	\$ 64,433	\$ 71,608
Federal	40114	Title II	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	40564	IDEA	\$ 137,915	\$ 160,978	\$ 184,041	\$ 207,103	\$ 230,166
Federal	40564	IDEA	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	40565	IDEA Preschool	\$ 648	\$ 542	\$ 560	\$ 578	\$ 596
Federal	40565	IDEA Preschool	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	40530	Impact Aid Displaced Std.	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	40560	Title III ELL	\$ 24,361	\$ 28,434	\$ 32,508	\$ 36,582	\$ 40,655
Federal	40560	Title III ELL	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	40532	Title IV	\$ 22,719	\$ 26,518	\$ 30,317	\$ 34,116	\$ 37,915
Federal	40532	Title IV	\$ -	\$ -	\$ -	\$ -	\$ -
Federal		Previous year Federal Grant Increases	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Federal</b>			<b>\$ 444,303</b>	<b>\$ 618,387</b>	<b>\$ 682,684</b>	<b>\$ 888,802</b>	<b>\$ 741,010</b>
<b>Total F&amp;F Revenue</b>			<b>\$ 13,224,822</b>	<b>\$ 15,298,227</b>	<b>\$ 17,374,861</b>	<b>\$ 19,443,706</b>	<b>\$ 21,554,549</b>
<b>Previous Year Carryover</b>			<b>\$ 1,002,030</b>	<b>\$ 1,049,931</b>	<b>\$ 1,124,702</b>	<b>\$ 1,308,797</b>	<b>\$ 1,454,773</b>
Other		Petty Cash (Not Reported in F&F - WSPS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
<b>Total Revenues - All Categories including carryover</b>			<b>\$ 14,227,761</b>	<b>\$ 16,347,358</b>	<b>\$ 18,500,862</b>	<b>\$ 20,753,704</b>	<b>\$ 23,010,522</b>
510		Total Salaries/Other (10)	\$ 5,950,509	\$ 6,577,378	\$ 7,471,229	\$ 8,360,794	\$ 9,268,456
520		Total Other Employment Costs (20)	\$ 3,323,940	\$ 3,796,124	\$ 4,300,060	\$ 4,954,662	\$ 5,573,149
530		Total Svcs To Clients & Agencies (30)	\$ -	\$ -	\$ -	\$ -	\$ -
540		Total Travel (40)	\$ 32,631	\$ 38,158	\$ 43,319	\$ 48,429	\$ 53,754
550		Debt Service (50)	\$ 1,317,040	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590
560		Total - Contracted Services (50)	\$ 1,880,821	\$ 2,616,322	\$ 3,086,204	\$ 3,547,852	\$ 4,046,025
560		Total Supplies/Materials (60)	\$ 661,680	\$ 804,559	\$ 892,691	\$ 981,354	\$ 1,070,824
570		Total Capital Outlay-Equipment (70)	\$ 10,000	\$ 75,000	\$ 82,500	\$ 90,000	\$ 97,500
580		Total Capital Outlay-Property (80)	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Expenditures - All Categories</b>			<b>\$ 13,176,820</b>	<b>\$ 15,221,468</b>	<b>\$ 17,180,866</b>	<b>\$ 19,297,731</b>	<b>\$ 21,423,288</b>
<b>Net Excess or (Deficit) for Year</b>			<b>\$ 1,051,181</b>	<b>\$ 1,126,890</b>	<b>\$ 1,308,897</b>	<b>\$ 1,456,973</b>	<b>\$ 1,587,234</b>
<b>Petty Cash (Not Reported in F&amp;F - WSPS Account)</b>			<b>\$ 1,200</b>	<b>\$ 1,200</b>	<b>\$ 1,200</b>	<b>\$ 1,200</b>	<b>\$ 1,200</b>
<b>F&amp;F Cash Balance Projected at End of FY</b>			<b>\$ 1,048,931</b>	<b>\$ 1,124,702</b>	<b>\$ 1,308,797</b>	<b>\$ 1,454,773</b>	<b>\$ 1,588,024</b>
<b>Contingency Reserve (2%)</b>			<b>\$ (229,887)</b>	<b>\$ (287,838)</b>	<b>\$ (304,834)</b>	<b>\$ (341,731)</b>	<b>\$ (376,370)</b>
<b>F&amp;F Cash Balance Projected at End of FY (Less Contingency Reserve)</b>			<b>\$ 820,034</b>	<b>\$ 836,864</b>	<b>\$ 1,003,963</b>	<b>\$ 1,113,042</b>	<b>\$ 1,211,654</b>

Las Américas ASPRA Academy Charter School  
Detailed Budgeted Expenditures - Cash Basis  
FY 20-24 Preliminary Operating Budget - High School Expansion

Account Category	Account Code	Description	FY19	FY20	FY21	FY22	FY23	FY24
510	Various	Salary - All Employees	\$ 5,877,950	\$ 5,950,509	\$ 6,577,378	\$ 7,471,229	\$ 8,380,794	\$ 9,288,458
		Total Salaries(Other (510)	\$ 5,877,950	\$ 5,950,509	\$ 6,577,378	\$ 7,471,229	\$ 8,380,794	\$ 9,288,458
520	52001	Pensions/Employer Share (23.15%)	\$ 1,349,018	\$ 1,437,049	\$ 1,854,210	\$ 1,879,781	\$ 2,289,856	\$ 2,809,070
520	52002	Health Insurance/Employer Share	\$ 1,300,390	\$ 1,332,800	\$ 1,529,559	\$ 1,724,727	\$ 1,808,316	\$ 2,101,186
520	52006	Workmen's Compensation (1.55%)	\$ 91,108	\$ 92,233	\$ 101,949	\$ 115,804	\$ 129,592	\$ 143,881
520	52008	Social Security/Employer Share (6.2%)	\$ 380,081	\$ 388,832	\$ 407,797	\$ 463,216	\$ 518,389	\$ 574,644
520	52008	Unemployment Insurance (0.11%)	\$ 6,510	\$ 6,548	\$ 7,235	\$ 8,218	\$ 9,187	\$ 10,185
520	52016	Medicare/Employer Share (1.45%)	\$ 84,212	\$ 88,282	\$ 95,372	\$ 108,333	\$ 121,232	\$ 134,383
		Total Other Employment Costs (520) - 32.45%	\$ 3,188,317	\$ 3,323,940	\$ 3,786,124	\$ 4,300,060	\$ 4,854,862	\$ 5,573,149
		Total Salaries and OECs (32.45%)	\$ 9,066,267	\$ 9,274,449	\$ 10,373,501	\$ 11,771,288	\$ 13,315,656	\$ 14,841,606
		% of New Revenue	74.11%	70.13%	67.82%	67.75%	68.48%	68.86%
530	53333	Grant Reversions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
530	55371	Tuition Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Total Svcs To Clients & Agencies (530)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
540	54001	Mileage/Pk Car in state	\$ 2,500	\$ 2,813	\$ 3,290	\$ 3,734	\$ 4,175	\$ 4,634
540	54003	Meals - In State	\$ 3,000	\$ 3,378	\$ 3,947	\$ 4,481	\$ 5,010	\$ 5,581
540	54101	Mileage/Pk Car out of state	\$ 3,000	\$ 3,378	\$ 3,947	\$ 4,481	\$ 5,010	\$ 5,581
540	54103	Meals - Out of State	\$ 3,000	\$ 3,378	\$ 3,947	\$ 4,481	\$ 5,010	\$ 5,581
540	54104	Lodging/Out of State	\$ 5,500	\$ 6,189	\$ 7,237	\$ 8,216	\$ 9,185	\$ 10,185
540	54106	Other Travel - Out of State	\$ 12,000	\$ 13,502	\$ 16,790	\$ 17,825	\$ 20,040	\$ 22,243
		Total Travel (540)	\$ 29,000	\$ 32,631	\$ 38,188	\$ 43,319	\$ 48,429	\$ 53,754

Account Category	Account Code	Description	FY19	FY20	FY21	FY22	FY23	FY24
Debt	55306	Loans						
		Bond Financing	\$ 1,086,213	\$ 1,317,040	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590
		<b>Total Debt Service (550)</b>	<b>\$ 1,086,213</b>	<b>\$ 1,317,040</b>	<b>\$ 1,313,915</b>	<b>\$ 1,314,853</b>	<b>\$ 1,314,640</b>	<b>\$ 1,313,590</b>
		% of New Revenue	8.88%	9.96%	8.59%	7.57%	6.76%	6.09%
	55000	Professional Services:						
		Data Service Center (DSC) - Enrollment, Attendance, PHRST, RAP & Truancy	\$ 23,550	\$ 27,448	\$ 32,879	\$ 38,108	\$ 43,741	\$ 49,584
		Substitute Service	\$ 17,000	\$ 19,128	\$ 22,369	\$ 25,394	\$ 28,390	\$ 31,511
		S&P Annual Surveillance Fee (Bonds) & DEDA Annual Fees	\$ 4,900	\$ 4,900	\$ 4,900	\$ 4,900	\$ 4,900	\$ 4,900
		Office Movers	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -
		DCSN Consulting	\$ 77,750	\$ 10,000	\$ 10,500	\$ 11,025	\$ 11,578	\$ 12,155
		Auditing Services	\$ 14,900	\$ 14,900	\$ 15,845	\$ 16,427	\$ 17,249	\$ 18,111
		Pathways - Alternative School	\$ 20,000	\$ 20,000	\$ 40,000	\$ 40,000	\$ 50,000	\$ 50,000
		Construction - Project Manager	\$ 4,000	\$ 14,400	\$ 4,000	\$ 4,000	\$ 4,000	\$ 18,000
		FOS Maintenance/Service Contract	\$ 2,000	\$ 2,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
550	55000	Other Prof Service-Instructional Staff	\$ 184,100	\$ 112,777	\$ 144,093	\$ 143,854	\$ 183,856	\$ 188,281
550	55010	Medical Services (Occupational & Speech Therapy, Psychologists, etc.)	\$ 160,000	\$ 182,828	\$ 213,401	\$ 243,875	\$ 274,548	\$ 305,121
550	55020	Legal Services	\$ 7,500	\$ 8,000	\$ 8,500	\$ 9,000	\$ 9,500	\$ 10,000
550	55073	Computer Services	\$ 19,000	\$ 17,000	\$ 19,843	\$ 22,888	\$ 25,528	\$ 28,371
550	55101	Postage	\$ 3,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000
550	55125	Telephone Services (TLS Upgrade, Security Monitoring, Verizon, & Voice Shot)	\$ 13,500	\$ 14,175	\$ 24,806	\$ 26,047	\$ 27,349	\$ 28,716
550	55200	Water & Sewer	\$ 15,000	\$ 15,450	\$ 23,175	\$ 24,334	\$ 25,550	\$ 26,828
550	55203	Electricity & Heat	\$ 162,000	\$ 158,000	\$ 234,000	\$ 245,700	\$ 257,985	\$ 270,884
550	55400	Equipment Lease (Copiers & Chromebooks)	\$ 175,000	\$ 194,875	\$ 215,000	\$ 240,000	\$ 240,000	\$ 265,000
550	55402	Buildings - Office Space	\$ 500	\$ -	\$ 282,189	\$ 509,517	\$ 726,949	\$ 949,838
		% of New Revenue	0.00%	0.00%	1.91%	2.93%	3.74%	4.41%
550	55434	Fleet Rental (Bus Transportation & State Van to Transport Meals)	\$ 791,980	\$ 819,875	\$ 986,825	\$ 1,108,375	\$ 1,245,125	\$ 1,381,875
		% of New Revenue	6.47%	6.20%	6.32%	6.38%	6.40%	6.41%
550	55452	Insurance (Bldg & Contents)	\$ 41,500	\$ 43,575	\$ 50,000	\$ 52,500	\$ 55,125	\$ 57,881
550	55507	Maintenance (HVAC, Terminix, Fire Extinguishers, Snow Removal, School Grounds)	\$ 98,000	\$ 100,800	\$ 151,200	\$ 158,780	\$ 168,688	\$ 175,033
550	55510	Equipment Repair	\$ 39,000	\$ 40,950	\$ 52,998	\$ 55,947	\$ 58,430	\$ 61,351
550	55600	Printing & Binding	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
550	55610	Advertising	\$ 5,000	\$ 7,500	\$ 7,875	\$ 8,269	\$ 8,682	\$ 9,116
550	55631	Association Dues & Conference Fees	\$ 26,000	\$ 29,710	\$ 34,878	\$ 39,848	\$ 44,814	\$ 49,582
550	55647	Student Body Activity	\$ 48,000	\$ 54,848	\$ 64,020	\$ 73,192	\$ 82,364	\$ 91,536
550	55667	Training	\$ 40,000	\$ 45,008	\$ 52,832	\$ 59,751	\$ 68,799	\$ 74,143
550	55692	Trash Removal	\$ 29,000	\$ 30,450	\$ 33,288	\$ 35,952	\$ 38,749	\$ 41,687
		<b>Total - Contracted Services (550)</b>	<b>\$ 1,839,080</b>	<b>\$ 1,880,821</b>	<b>\$ 2,616,322</b>	<b>\$ 3,086,204</b>	<b>\$ 3,547,852</b>	<b>\$ 4,046,025</b>
560	56000	Office Supplies	\$ 93,000	\$ 97,650	\$ 102,533	\$ 107,859	\$ 113,042	\$ 118,694
560	56007	Employee Recognition/Teambuilding	\$ 11,000	\$ 12,115	\$ 13,902	\$ 15,878	\$ 17,327	\$ 19,098
560	56111	Food	\$ 191,750	\$ 219,108	\$ 255,748	\$ 292,388	\$ 329,028	\$ 365,988
560	56128	Medical Supplies/Medicines/Health Aids	\$ 8,500	\$ 9,713	\$ 11,337	\$ 12,981	\$ 14,585	\$ 16,210
560	56141	Custodial Supplies	\$ 36,500	\$ 41,708	\$ 48,882	\$ 56,857	\$ 62,831	\$ 69,806
560	56145	Computer Supplies	\$ 15,500	\$ 17,711	\$ 20,873	\$ 23,835	\$ 26,597	\$ 29,559
560	56150	Instructional Supplies (mag, manuals, audio, music, band, art, etc.)	\$ 140,000	\$ 135,000	\$ 157,575	\$ 180,151	\$ 202,726	\$ 225,301
560	56157	Text Books/Library and Yearbooks	\$ 145,000	\$ 20,000	\$ 35,000	\$ 37,500	\$ 40,000	\$ 42,500
560	56220	Building Materials (Paint, Plumbing, Electrical, etc.)	\$ 48,000	\$ 50,400	\$ 72,920	\$ 76,566	\$ 80,394	\$ 84,414
560	56950	Institutional Equipment - Expensed	\$ 34,000	\$ 35,700	\$ 47,485	\$ 49,859	\$ 52,352	\$ 54,970
560	56960	Athletic Supplies	\$ 21,500	\$ 22,575	\$ 38,704	\$ 40,839	\$ 42,671	\$ 44,804
		<b>Total Supplies/Materials (560)</b>	<b>\$ 744,750</b>	<b>\$ 661,680</b>	<b>\$ 804,559</b>	<b>\$ 892,591</b>	<b>\$ 981,354</b>	<b>\$ 1,070,824</b>
570	57010	Office & Computer Equip/Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
570	57020	Institutional Equipment	\$ 73,000	\$ 10,000	\$ 40,000	\$ 45,000	\$ 50,000	\$ 55,000
570	57040	Audio Visual Equipment (interactive boards and projectors)	\$ -	\$ -	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000
570	57210	Custodial/Maint Equipment	\$ -	\$ -	\$ 15,000	\$ 12,500	\$ 10,000	\$ 7,500
570	57310	Refrig/Air Condit/Heat	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Capital Outlay-Equipment (570)</b>	<b>\$ 73,000</b>	<b>\$ 10,000</b>	<b>\$ 75,000</b>	<b>\$ 82,500</b>	<b>\$ 90,000</b>	<b>\$ 97,500</b>
580	58100	Land Improvements	\$ 427,000	\$ -	\$ -	\$ -	\$ -	\$ -
580	58300	Maj Bldg Alteration by Contract*	\$ 160,000	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Capital Outlay-Property (580)</b>	<b>\$ 587,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
		<b>Grand Totals - All Categories</b>	<b>\$ 13,425,310</b>	<b>\$ 13,176,620</b>	<b>\$ 15,221,456</b>	<b>\$ 17,150,855</b>	<b>\$ 19,297,731</b>	<b>\$ 21,423,298</b>

### Curriculum Map - English 9

Unit	Main Concept(s)	Standards/Objectives	Summative Assessment(s)	Vocabulary	Resources
<b>Time Frame</b> American Voices 19 days	<b>Unit Overview</b> The people who call the United States home are diverse in their histories and experiences. Is there such a thing as a "correct" way to be an American? By the end of this unit students will be able to answer: What does it mean to be "American"?	Expand Knowledge and use of academic and thematic vocabulary. RL.4 Evaluate written narratives by analyzing how authors sequence and describe experiences and events. RL.5 Write a nonfiction narrative in which you develop characters or events using effective technique W.2 Conduct research projects of various lengths to explore a topic and clarify meaning W.7 Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations L.1, L.1.c Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Non-fiction narrative Produce a podcast Interpretive reading	disparate discordant pluralistic interwoven diversity coexisting descendants stock naturalization minority fiction assimilation memento diction preposition connotation denotation alliteration assonance consonance tone	My Perspectives – Unit 1
Survival 14 days	The quest for survival is a powerful human instinct. What determines who lives and who dies? During this unit students will read a variety of texts. By the end of this unit students will be able to answer: What does it take to survive?	Expand Knowledge and use of academic and thematic vocabulary. RL.4 Evaluate written arguments by analyzing how authors state and support their claims. RL.8 Write an Argumentative essay in which you effectively incorporate the key elements of an argument W.1 Conduct research projects of various lengths to explore a topic and clarify meaning W.7 Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.1 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Write an argument Oral presentation	figurative language desperate entranced premonition hallucination profound meditative burden culpability conscience emphatic entrusted remorse irresolvable predatory adversary infinitive participle rhetorical devices	My Perspectives – Unit 2

Star-Crossed Romances 13 days	Do we determine our own direction in life and in love? Or are we simply at the mercy of fate? By the end of the unit students will be able to answer: Do we determine our own destinies?	<p>Expand Knowledge and use of academic and concept vocabulary RL.4</p> <p>Evaluate written arguments by analyzing how authors state and support their claims. RL.8</p> <p>Write a work of literary criticism in which you effectively incorporate the key elements of an argument. W.1</p> <p>Conduct research projects of various lengths to explore a topic and clarify meaning. W.7</p> <p>Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations. L.2.b</p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <p>Integrate audio, visuals, and text in presentations SL.5</p>	Write an argument Multimedia presentation	<p>parallelism</p> <p>the rhetorical question</p> <p>charged language</p> <p>hyperboles</p> <p>transgression</p> <p>mutiny</p> <p>oxymoron</p> <p>cunning</p> <p>counterfeit</p> <p>exile</p> <p>banishment</p> <p>pardon</p> <p>motives</p> <p>fate</p> <p>tragic flaw</p> <p>hambic pentameter</p> <p>soliloquy</p> <p>monologue</p> <p>transitions</p> <p>appositive</p>	My Perspectives – Unit 4 Novel – <u>Jane Eyre</u>
Journeys of Transformation 15 days	Why are we drawn to seek new horizons? What do we learn when we go? By the end of this unit students will be able to answer: What can we learn from a journey?	<p>Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas. RL.2</p> <p>Expand knowledge and use of academic and concept vocabulary RL.4, RL.4</p> <p>Write an explanatory essay in which you effectively convey complex ideas, concepts, and information. W.2</p> <p>Conduct research projects of various lengths to explore a topic and clarify meaning. W.7</p> <p>Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve your writing and presentations. L.4.c</p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <p>Integrate audio, visuals, and text in presentations SL.5</p>	Explanatory essay Multimedia presentation	<p>dissemble</p> <p>incredulity</p> <p>guise</p> <p>deceived</p> <p>craft</p> <p>beaming</p> <p>plundered</p> <p>dispatched</p> <p>fugitives</p> <p>avenger</p> <p>ventured</p> <p>tactics</p> <p>epic</p> <p>caption</p> <p>plot devices</p> <p>situational irony</p> <p>gerund</p>	My Perspectives – Unit 5

World's End 16 days	What draws us to imagine doomsday scenarios? And why are they so entertaining? By the end of this unit students will be able to answer: Why do we try to imagine the future?	Expand knowledge and use of academic and concept vocabulary. RL.4, RI.4 Evaluate written narratives by analyzing how authors craft their stories. RI.5 Write a narrative to convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. W.3 Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 Use adverbial and other types of clauses to convey precise meaning and add sentence variety to your writing and presentations. L.1b Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Write a narrative Create a podcast Dramatic reading	syntax diction personification eerily mimicry specter poetic structure stanza sensationalized skewed apocryphal	My Perspectives – Unit 6 Novel – <u>Paradise Lost</u> and <u>Paradise Regained</u>
The Literature of Civil Rights 14 days	During the Civil Rights movement, writings and speeches inspired sweeping social change. What gave those words the power to change a nation? By the end of the unit of study students will be able to answer: How can words inspire change?	Expand Knowledge and use of academic and thematic vocabulary. RI.4 Evaluate written arguments by analyzing how authors introduce and develop ideas. RI.8 Write an informative essay in which you effectively incorporate the key elements of an argument W.2 Conduct research projects of various lengths to explore a topic and clarify meaning W.7 Smoothly integrate information from varied sources to create cohesion. W.8 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Informative essay Multimedia presentation	prosperity hallowed redemptive exalted oppression tribulations rhetorical devices parallelism repetition analogy point of view primary source eyewitness secondary source	My Perspectives – Unit 3 Novel - <u>The Color Purple</u>

## Curriculum Map - English 10

Unit Time Frame	Main Concept(s) Unit Overview	Standards/Objectives	Summative Assessment(s)	Vocabulary	Resources
Extending Freedom's Reach 14 days	What factors determine who is free and who remains oppressed? By the end of the unit students will be able to answer: What is the relationship between power and freedom?	Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information. RI.3 Expand Knowledge and use of academic and thematic vocabulary. RI.4 Write an informative essay in which you effectively incorporate the key elements of an argument W.2 Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 Correctly integrate quotations and other evidence into written texts and presentations. L.1 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Informative essay Multimedia presentation	pacification disarmament assessments treachery propaganda tyranny repetition parallelism anaphora antithesis tone inflection enunciation imagery hyperbole colloquial	My Perspectives – Unit 3
Outsiders and Outcasts 14 days	The idea of social isolation is a common thread throughout literature. Is it because being alone is just a natural part of life? By the end of the unit students will be able to answer: Do people need to belong?	Expand Knowledge and use of academic and thematic vocabulary. RI.4 Evaluate written arguments by analyzing how authors state and support their claims. RI.8 Write an Argumentative essay in which you effectively incorporate the key elements of an argument W.1 Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations. L.1b Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Write an argument Oral presentation	entitled perspective interactions marginalize pariah bigotry diction syntax infinitive	My Perspectives – Unit 2 Novel – <u>The Scarlet Letter</u>
All That Glitters 14 days	For many people, the longing for material goods extends well beyond the needs for survival. What drives our passion for things? By the end of the unit students will be able to answer: What do our possessions reveal about us?	Evaluate written informative texts by analyzing how authors introduce and develop central ideas. RI.2 Expand Knowledge and use of academic and concept vocabulary. RI.4, RI.4 Write an informative essay in which you effectively convey complex ideas, concepts, and information. W.2 Conduct research projects of various lengths to explore a topic and clarify meaning. W.7	Informative essay Oral presentation	semiotic conjunctive adverb irony exposition rising action climax falling action dialect	My Perspectives – Unit 4 Novel – <u>The Great Gatsby</u>

		Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses. L.1.b Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5		influence homage	My Perspectives – Unit 1
Inside the Nightmare 14 days	Spine tingling movies, books, and experiences are everywhere. What draws us to explore – and to enjoy – frightening themes? By the end of the unit, students will be able to answer: What is the allure of fear?	Expand Knowledge and use of academic and thematic vocabulary. RL.4 Evaluate written narratives by analyzing how authors introduce and develop the events in their writing. RL.5 Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit. W.2 Conduct research projects of various lengths to explore a topic and clarify meaning W.7 Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations. L.5,L.5.b Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Explanatory essay Informational task	reclusive sinister ethereal gregarious ambly stoical entreating implore beguiling adrenaline endorphins dopamine independent clause dependent clause first-person point of view omniscient point of view	My Perspectives – Unit 1
Virtue and Vengeance 14 days	When one has been wronged, it can be difficult to forgive. How do we choose to move on from painful situations? By the end of the unit students will be able to answer: What motivates us to forgive?	Evaluate written arguments by analyzing how authors state and support claims. RI.1 Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 Write an argumentative essay in which you support claims using valid reasoning and relevant evidence. W.1 Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words. L.1c Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5	Argument essay Informal speech	tragedy treacherous usurp heir succession valiant valour vigilance opportunity monologue soliloquy epilogue	My Perspectives – Unit 5 <u>Hamlet</u>
Blindness and Sight 14 days	When we say, "I see," what do we mean? How many ways are there to see – or fail to see – the world? By the end of the unit students will be able to answer: What does it mean to see?	Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes. RL.2 Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 Write a narrative in which you convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. W.3 Conduct research projects of various lengths	Non-fiction narrative Storytelling presentation	protologue chorus episode odes deceit proclamation transcend protagonist	My Perspectives – Unit 6

		<p>to explore a topic and clarify meaning. W.8.7</p> <p>Correctly use varied sentence structures to add interest to writing and presentations. L.1</p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1</p> <p>Integrate audio, visuals, and text in presentations SL.5</p>	<p>antagonist</p> <p>tragic hero</p> <p>prophecy</p> <p>oracle</p> <p>juxtaposition</p> <p>oxymoron</p>	
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## Curriculum Map - English 11

Unit Time Frame	Main Concept(s) Unit Overview	Standards/Objectives	Summative Assessment(s)	Vocabulary	Resources
Writing Freedom 10 days	By the end of this unit students will be able to answer: What is the meaning of freedom?	Expand Knowledge and use of academic and concept vocabulary. <b>RL.4</b> Read a variety of texts to gain the knowledge and insight needed to write about American freedoms. <b>RI.10</b> Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. <b>W.1</b> Conduct research projects of various lengths to explore a topic and clarify meaning <b>W.7</b> Note differences in language style over time and in various contexts. <b>L.1a</b> Establish a writing "voice." <b>L.1</b> Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations. <b>L.2</b> Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.1</b> Integrate audio, visuals, and text in presentations <b>SL.5</b>	Argument essay Video commentary	untenable constraints bribe assent acquiesce rectitude prejudices integrity paradox parallel structure propaganda	My Perspectives – Unit 1
The Individual and Society 18 days	By the end of this unit students will be able to answer: What role does individualism play in American society?	Read a variety of texts to gain the knowledge and insight needed to write about individualism. <b>RI.8, RI.8</b> Expand Knowledge and use of academic and concept vocabulary. <b>RI.4</b> Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience. <b>W.3</b> Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.7</b> Make effective style choices regarding diction and sentence variety. <b>L.1</b> Correctly use concrete, compound nouns. <b>L.1a</b> Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.1</b> Integrate audio, visuals, and text in presentations <b>SL.5</b>	Personal narrative Storytelling	overture motifs hyperbole peptide explicit implicit pivotal	My Perspectives – Unit 2 Novel - The Jungle
Power, Protest, and Change 11 days	By the end of the unit students will be able to answer: In what ways does the struggle for freedom change with history?	Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. <b>RI.8, RI.8</b> Expand Knowledge and use of academic and concept	Informative essay Panel discussion	counterclaim denounce disparity insurgent	My Perspectives – Unit 3

		<p>vocabulary. <b>RI.4</b></p> <p>Write informative essay that has a clear structure and that draws evidence from texts and original research. <b>W.2</b></p> <p>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.7</b></p> <p>Use appropriate and varied sentence structures to create cohesion and clarify relationships. <b>L.1</b></p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.1</b></p> <p>Integrate audio, visuals, and text in presentations <b>SL.5</b></p>		<p>perish</p> <p>rend</p> <p>scourge</p> <p>unequipped</p> <p>malice</p> <p>degraded</p> <p>oppressed</p> <p>subordinate</p>	
Grit and Grandeur 18 days	By the end of this unit students will be able to answer: What is the relationship between literature and place?	<p>Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. <b>RI.10, RI.10</b></p> <p>Expand Knowledge and use of academic and concept vocabulary <b>RI.4, RI.4</b></p> <p>Write an explanatory text that develops a topic thoroughly and includes evidence from research. <b>W.2, W.7, W.8</b></p> <p>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.7</b></p> <p>Make effective style choices, including those regarding sentence variety, figurative language, and diction. <b>L.3, L.5</b></p> <p>Correctly use dashes and hyphens. <b>L.2.a</b></p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.1</b></p> <p>Integrate audio, visuals, and text in presentations <b>SL.5</b></p>	Explanatory essay Oral presentation	<p>grandeur</p> <p>anecdotes</p> <p>discern</p> <p>temporal</p> <p>spatial</p> <p>perspective</p> <p>romanticism</p> <p>impressionism</p> <p>realism</p>	My Perspectives – Unit 4 Novel – A Tale of Two Cities
Facing Our Fears 11 days	By the end of this unit students will be able to answer: How do we respond when challenged by fear?	<p>Read a variety of texts to gain the knowledge and insight needed to write about fear. <b>RI.10, RI.10</b></p> <p>Expand knowledge and use of academic and concept vocabulary <b>RI.4, RI.4</b></p> <p>Write an argumentative essay that has a clear structure and that draws evidence from texts and background knowledge to support a claim. <b>W.1</b></p> <p>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8.7</b></p> <p>Correctly use pronouns to add variety to your writing and presentations. <b>L.1</b></p> <p>Use irony to add a level of meaning to your writing and presentations. <b>L.5.a</b></p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.1</b></p> <p>Integrate audio, visuals, and text in presentations <b>SL.5</b></p>	Argument essay Speech	<p>remorseless</p> <p>callously</p> <p>admirant</p> <p>concoctory</p> <p>collaborator</p> <p>conspirators</p> <p>espionage</p> <p>allegory</p>	My Perspectives – Unit 5
Ordinary Lives	By the end of the unit of study students	Analyze narratives to understand how authors order the action.	Narrative essay	syntax	My Perspectives – Unit 6

Extraordinary Tales 18 days	will be able to answer: What do stories reveal about the human condition?	<p>introduce and develop characters, and introduce and develop multiple themes. <b>RI.2, RI.3, RI.5</b></p> <p>Expand knowledge and use of academic and concept vocabulary <b>RI.4</b></p> <p>Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters. <b>W.3</b></p> <p>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8,7</b></p> <p>Make effective style choices regarding figurative language and dialect. <b>L.3, L.5</b></p> <p>Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments. <b>L.4</b></p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.1</b></p> <p>Integrate audio, visuals, and text in presentations <b>SL.5</b></p>	metaphor flashback juncture debris mottled recumbent hinsquely pantomime contemplate derogatory contorted apprehensive gravity disengage	Novel – Of Mice and Men
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## Curriculum Map - English 12

Unit Time Frame	Main Concept(s) Unit Overview	Standards/Objectives	Summative Assessment(s)	Vocabulary	Resources
Reflecting on Society 14 days	By the end of this unit students will be able to answer: How do people come to have different views of society?	Read a variety of texts to gain the knowledge and insight needed to write about social reform. <b>RL.12.8, RL.12.8</b> Expand Knowledge and use of academic and concept vocabulary. <b>RI.12.4</b> Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from texts and original research. <b>W.12.2</b> Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.12.7</b> Maintain a formal style, including following the conventions of hyphenation in formal writing. <b>L.12.2a</b> Collaborate with your team to build on the ideas of others, develop consensus, and communicate. <b>SL.12.1</b> Integrate audio, visuals, and text in presentations. <b>SL.12.5</b>	Explanatory essay Reader's theater	personable eminent diligent animosity provoke paradigm claim	My Perspectives – Unit 2
Facing the Future, Confronting the Past 20 days	By the end of this unit students will be able to answer: How do our attitudes toward the past and future shape our actions?	Read and analyze a variety of texts to gain the knowledge and insight needed to write about attitudes toward time. <b>RL.12.8, RI.12.8</b> Expand Knowledge and use of academic and concept vocabulary. <b>RI.12.4</b> Write a response to literature in which you effectively incorporate the key elements of an argument. <b>W.12.1</b> Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.12.7</b> Maintain a formal style and use transition words and varied syntax to connect parts of a text. <b>L.12.1</b> Collaborate with your team to build on the ideas of others, develop consensus, and communicate. <b>SL.12.1</b> Integrate audio, visuals, and text in presentations. <b>SL.12.5</b>	Argument TV commentary	tragedy conflict soliloquy revolt captivity rebellious treason breach malice malevolence catastrophe antidote purge	My Perspectives – Unit 3 Play – Julius Caesar
Seeing Things New 14 days	By the end of the unit students will be able to answer: Why are both vision and disillusion necessary?	Read a variety of texts to gain the knowledge and insight about changing perspective. <b>RL.12.10, RI.12.10</b> Expand Knowledge and use of academic and concept vocabulary. <b>RI.12.4, RI.12.4</b> Write a reflective narrative in which you effectively incorporate the key elements of a narrative. <b>W.12.3</b>	Reflective narrative Presentation/dramatic reading	disillusion virtuous lairy eternal satire hyperbole	My Perspectives – Unit 4

		Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.12.7</b> Vary sentence types and structures to add interest to your writing and presentations. <b>L.12.1</b> Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.12.1</b> Integrate audio, visuals, and text in presentations <b>SL.12.5</b>		proclamation fiction	
Discovering the Self 20 days	By the end of this unit students will be able to answer: How do we define ourselves?	Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes. <b>RI.12.2</b> Expand knowledge and use of academic and concept vocabulary <b>RI.12.4, RI.12.4</b> Write a personal narrative in which you effectively develop experiences or events using well-chosen details and well-structured sequences. <b>W.12.3</b> Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8.7</b> Correctly use serial commas to clarify meaning and dashes to add drama and emphasis in sentences. <b>L.12.2</b> Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.12.1</b> Integrate audio, visuals, and text in presentations <b>SL.12.5</b>	Personal narrative Presentation	tragic sublime serene harmony bliss desire hideous odorous despair dread conservation malicious	My Perspectives – Unit 5 Novel – 1984
Finding a Home 15 days	By the end of this unit students will be able to answer: What does it mean to call a place home?	Evaluate written informative texts by analyzing how authors introduce and develop central ideas. <b>RI.12.2</b> Expand knowledge and use of academic and concept vocabulary <b>RI.12.4</b> Write an informative essay in which you effectively convey complex ideas, concepts, and information. <b>W.12.2</b> Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.12.7</b> Correctly use appropriate and varied transitions to vary sentence structure and connect related ideas. <b>L.12.1</b> Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.12.1</b> Integrate audio, visuals, and text in presentations <b>SL.12.5</b>	Informative essay Panel discussion Media presentation	assimilate entitlement uplifting myriad indigenous hybrid imperialism suppliant despotic conventionalized resolute pretext	My Perspectives – Unit 6

## CURRICULUM MAP – INTEGRATED MATH 1

Unit Time Frame	Main Concept (General terms)	Standards/Objectives	Assessment(s)/Products	Vocabulary	Resources
Patterns 15 days	What is a function? How can I transfer my intuitive understanding of a pattern into an equation? How can I work backwards to solve a math problem?	Define the concept of the mathematical function. Define a variable as a unique, unknown quantity. Use arrow diagrams to undo a mathematical story to solve for an unknown.	Problem-of-the-week write-ups Unit mini-assessment	Function In-Out table Input Output Arrow diagram Double-arrow diagram	IMP textbook
The Game of Pig 18 days	What's the best strategy for playing the game of Pig in the long run? How can I represent probabilities geometrically? How can I conduct an experiment to accurately model a probability event?	Model experimental probabilities using simulations via technology. Calculate theoretical probabilities using area models and student-generalized formulas.	Unit portfolio Unit test Take-home test Problem-of-the-week write-ups	Area model Experimental probability Theoretical probability Independent events Dependent events Sampling with (and without) replacement	IMP textbook
The Overland Trail 29 days	How can I represent linear situations graphically, contextually, algebraically, and tabularly? How does the role of the variable change when there are multiple variables in a single context or equation?	Define a linear relationship. Expand our definition of a variable to include its definition as a relationship between quantities.	Unit portfolio Unit test Take-home test Problem-of-the-week write-ups	Linear Dependent variable Independent variable Rate of change Line of best fit	IMP textbook
The Pit and the Pendulum 16 days	What's a normal data point? How rare is too rare? How can I measure how spread out data is?	Familiarize ourselves with the normal curve. Integrate standard deviation as a method for measuring how spread out data is from the mean. Use a z-score table to quantify how rare a data point is assuming normally distributed data.	Unit portfolio Unit mini-assessment	Normal curve Standard deviation	IMP textbook

Shadows 12 days	How and why can we use proportional reasoning to solve for unknown quantities? What's special about triangles compared to other polygons?	Use proportional reasoning to solve for unknown quantities or missing side lengths. Make claims about polygons' side lengths and angles—specifically focusing on triangles versus other polygons.	Unit portfolio Unit mini-assessment	Proportional Corresponding sides and angles	IMP textbook
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## CURRICULUM MAP – INTEGRATED MATH 2

Unit Time Frame	Main Concept (General terms)	Standards/Objectives	Assessment(s)/Products	Vocabulary	Resources
Do Bees Build It Best? Aug 27 – Sept 30	How can I use right triangle trigonometry to solve for missing side lengths and angles in triangles? How can I find the area of regular polygons? How can I find the lateral surface area and volume of prisms?	Define the three common trigonometric ratios. Use trigonometric ratios to solve for unknown information within a triangle. Calculate the area of a regular polygon given only its perimeter and number of sides. Calculate the volume and lateral surface area of any prism.	Unit portfolio Unit test Take-home test Problem-of-the-week write-ups	Trigonometric ratio Lateral surface area Prism Regular polygon	MP textbook
Cookies Oct 1 – Nov 15	How can I use a set of linear constraints to maximize (or minimize) my objective? How can I make sense of the solution set to a system of linear inequalities?	Graph systems of linear inequalities. Calculate the intersection point of lines via substitution and graphing. Make a claim about the importance of intersection points in maximizing an objective function.	Unit portfolio Unit test Take-home project Problem-of-the-week write-ups	Feasible region System of inequalities Objective function	MP textbook
Is There Really a Difference? Nov 16 – Dec 10	How weird is too weird? How can I quantify how far away an outcome is from the expected outcome? How can I compare samples of unequal size to test for statistically significant variations between them?	Declare a hypothesis and a null-hypothesis for given statistical contexts. Calculate and analyze a chi-square statistic for both one and two samples. Correlate a chi-square statistic to its corresponding p-value.	Unit test Take-home project Problem-of-the-week write-ups	Chi-square Null-hypothesis P-value Degrees of freedom	MP textbook
All About Alice Dec 11 – Jan 10	How can we make sense of exponents that aren't positive whole numbers? How can we make sense of a situation where our unknown is the exponent?	Make sense of the effects of non-counting number exponents. Rewrite exponential equations in logarithmic form (with base 10). Make claims about a variety of laws of exponents.	Unit portfolio Unit mini-assessment	Logarithm	MP textbook

### CURRICULUM MAP – INTEGRATED MATH 3

Unit Time Frame	Main Concept (General terms)	Standards/Objectives	Assessment(s)/Products	Vocabulary	Resources
Cookies Aug 27 – Sept 30	How can I use a set of linear constraints to maximize (or minimize) my objective? How can I make sense of the solution set to a system of linear inequalities?	Graph systems of linear inequalities. Calculate the intersection point of lines via substitution and graphing. Make a claim about the importance of intersection points in maximizing an objective function.	Unit portfolio Unit test Take-home project Problem-of-the-week write-ups	Feasible region System of inequalities Objective function	IMP textbook
Fireworks Oct 1 – Nov 10	How can we make sense of equations where are dependent variable is raised to the second degree? How can we calculate a quadratics intercepts and vertex? How do we graph a second-degree function?	Graph second-degree functions. Calculate the vertex and intercepts of a quadratic function written in both standard and vertex-form. Multiply two polynomials. Factor capable trinomials into two binomials.	Unit portfolio Unit test Take-home test Problem-of-the-week write-ups	Quadratic Second difference Acceleration Vertex Roots	IMP textbook
It's a Small World Nov 11 – Dec 10	How can we solve equations where our variable is an exponent? How can we calculate instantaneous rate of change or polynomial and exponential functions? What's so special about the number $e$ ?	Solve exponential equations using logarithms (any base including $e$ ). Calculate derivatives of polynomial functions via the difference quotient. Calculate derivatives of exponential functions via the product of a special constant and the initial function. Derive the number $e$ .	Unit portfolio Unit test Take-home test Problem-of-the-week write-ups	Natural logarithm $e$ Derivative Tangent line Difference quotient Exponential function	IMP textbook
Pennant Fever Dec 11 – Jan 10	How can we use mathematical structures to count sets more efficiently? How can we count sets where order matters as well as when order doesn't matter? How can we use our new counting structures to simplify multiplying binomials?	Derive the formulas for combinations and for permutations. Calculate the number of combinations given a specific context. Calculate the number of permutations given a specific context. Multiply binomials of higher degree using combinatorics and/or Pascal's Triangle.	Unit portfolio Unit test Take-home test Problem-of-the-week write-ups	Combination Permutation Binomial Distribution Theorem Pascal's Triangle	IMP textbook

## Curriculum Map – Earth and Space Science

Unit Time Frame	Anchoring Phenomena, Essential Questions, and Topics of Study	Standards/Objectives	Summative Assessment(s)	Vocabulary	Resources
The Universe 4 weeks	In the first few minutes after the Big Bang, the first atoms formed. These were mostly hydrogen and helium, with a very small amount of lithium and beryllium. The Sun, however, contains calcium, titanium, and heavier elements. Earth is made up of elements even heavier, such as uranium. Where did these elements come from? How did we get from an initial universe of mostly hydrogen, to a planet rich in metal? By the end of this unit students will be able to answer:  1. What is the Big Bang, and how did it create matter? 2. How do stars fuse matter, and why is this important to Earth's existence? 3. Why is the Sun critical to life on Earth? 4. How do Kepler's laws help us to understand Earth's movements through the solar system?	HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun's core to release energy that eventually reaches Earth in the form of radiation. HS-ESS1-2 Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. HS – ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements. HS – ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	CER - Solar energy Modeling and calculating redshift CER - Human elements Proposal - Inner-Outer slingshot gravity Project - Big history timeline	universe core chromosphere photosphere fission fusion galaxy big bang theory redshift spectrum elements orbit Newton's Law Kepler's Law	STEMscopes – Bundle 1: The Universe
Earth's History 4 weeks	Topics within this unit include:  The Sun The Big Bang Theory Stars and Elements Kepler's Law  Due to the erosion and weathering processes on Earth, it is difficult to form a complete story of the history of Earth's surface. However, making comparisons across the solar system can aid in this process. Up until 2014, it was believed that Earth was the only object in the solar system to have plate-tectonic processes, making it difficult to have any comparison of features for this process. Can exploration of Europa give us a better understanding of our own planet's history? By the end of this unit students will be able to answer:	HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. HS-ESS2-3 Develop a model based on evidence of	Lab - Edible plate boundaries Research – Putting the pieces together CER - Plate systems Lab - Cycling of matter Project - Plate tectonics on other planets	lithosphere asthenosphere plate tectonics continental oceanic convergent divergent transform accretion radioactive decay rock record asteroid weathering	STEMscopes – Bundle 2: Earth's History

	<p>1. What is the theory of plate tectonics?</p> <p>2. What do we know about the age of crustal rock? What do we not know?</p> <p>3. What evidence from across the solar system has helped us shape an idea of Earth's formation?</p> <p>4. What are constructive and destructive forces, and how do they work?</p> <p>5. What is thermal convection?</p> <p>6. How could another object in the solar system expand our knowledge of Earth's plate tectonics?</p>	Earth's interior to describe the cycling of matter by thermal convection.		<p>erosion</p> <p>sediment</p> <p>mantle convection</p> <p>thermal convection</p>	
<p>Topics within this unit include:</p> <p>Plate Tectonics</p> <p>Earth's Early History</p> <p>Earth's Formations</p> <p>Energy and Earth Systems</p>					
<p><b>The Changing Climate</b></p> <p>3 weeks</p>	<p>Since the Industrial Revolution, human activities have had a major impact on the climate conditions of the planet, including global warming. Scientists have connected major weather events, such as hurricanes, sea ice decline, and sea level rise, to changes in Earth's global climate. Although blame is placed at the global scale, the regional community response must happen quickly. By the end of the unit students will be able to answer:</p> <ol style="list-style-type: none"> <li>1. What are the cause-and-effect events and the feedback responses associated with them?</li> <li>2. Explain the ways in which Earth's climate is impacted by natural events.</li> <li>3. How can data be presented in different ways and used to make predictions?</li> </ol> <p>Topics within this unit include:</p> <p>Earth's feedback systems</p> <p>Energy and climate</p> <p>Impact of climate change</p>	<p>HS – ESS2-2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p> <p>HS - ESS2-4 Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.</p> <p>HS – ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p>	<p>Scenario – Commenting earth's systems</p> <p>CFR - CO2 Research – My climate forecast</p> <p>Project – How climate change has impacted your life</p>	<p>feedback</p> <p>electromagnetic radiation</p> <p>constructive forces</p> <p>orbit</p> <p>reflection</p> <p>convection</p> <p>greenhouse effect</p> <p>climate change</p> <p>global warming</p> <p>carbon footprint</p> <p>carbon sink</p> <p>geological record</p> <p>atmosphere</p> <p>biosphere</p> <p>climate</p> <p>erosion</p> <p>causal relationship</p> <p>correlational relationship</p> <p>human impact</p>	<p>STEMscopes – Bundle 3: The Changing Climate</p>

Water, Carbon, and Organisms 3 weeks	<p>There is debate among scientists as to when we will enter the next ice age. Some believe it is coming soon, and some believe we have postponed it, due to higher levels of carbon dioxide in the atmosphere. This is a tough place to be in! As humans, it would be helpful to know if an ice age is on the way. Will all our knowledge of the properties of water, the carbon cycle, and the coevolution of organisms be applicable? Will certain things change that we need to be aware of? By the end of the unit students will be able to answer:</p> <ol style="list-style-type: none"> <li>1. How does water affect Earth, both mechanically and chemically?</li> <li>2. How does carbon cycle through the hydrosphere, atmosphere, geosphere, and biosphere?</li> <li>3. Why is carbon so important to life on Earth?</li> <li>4. What initial conditions on Earth allowed for life to evolve?</li> <li>5. How has the evolution of life on Earth impacted Earth itself?</li> </ol> <p>Topics within this unit include: Water's role on Earth Interactions of organisms and Earth's systems Carbon and Earth's processes</p>	<p>HS – ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. HS – ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. HS – ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.</p>	<p>CER - Effects of water Lab – Growing carbon Investigation – Reefs and erosion</p>	<p>physical processes chemical processes polarity surface tension viscosity weathering cryosphere geosphere hydrosphere carbon cycle oxygen cycle biogeochemical cycles biogeography oxidation succession coevolution</p>	<p>STEMscopes – Bundle 4: Water, Carbon and Organisms</p>
Earth's Resources 2 weeks	<p>According to the United States Geological Survey in 2010, 90% of the United States' total daily water usage was consumed by the public supply (12%), irrigation (33%), and thermoelectric power (45%). That year, 355 billion gallons of water were used each day. This is a reduction of 5% compared to usage in 2005. The reduction is largely due to improved water-use efficiency of technology, and management practices used in irrigation and thermoelectric power. Could introducing a new technology or management practice to your state improve the extraction, management, or use of one of its important natural resources? By the end of this unit students will be able to answer:</p>	<p>HS – ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. HS – ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. HS – ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>	<p>Research - Human settlements and their connection to water CER - Mining natural resources and cost benefit analysis Project – design and eco-friendly building</p>	<p>natural resources depletion human migration natural hazards scarcity sustainable geopolitical nonrenewable energy resource extraction social regulations cost-benefit ratio</p>	<p>STEMscopes – Bundle 5: Earth's Resources</p>

	<p>1. How has this natural resource influenced human activity in the past and today?</p> <p>2. How is this resource currently extracted, managed, or used? Is this sustainable? What are its impacts on biodiversity?</p> <p>3. Which technology or management practice do you recommend the government invest in, to minimize the human impacts caused by using this resource? What are the potential costs and risks? What are the potential benefits?</p> <p>4. How can the proposed technology or practice minimize the impacts of humans on biodiversity, and improve sustainability?</p>				
<p>Topics within this unit include:</p> <p>Human dependence on Earth Resources, sustainability, and biodiversity</p>					
<p><b>Mitigating Human Impact</b> 2 weeks</p> <p>According to the Global Footprint Network, if every person on Earth lived like an American, we would require three additional Earths to provide enough food, metal, plastics, and fuel for everyone. Clearly, we only have one Earth. Humanity has an impact on its environment. Sometimes it is positive, but most often it is negative. Can the public be made aware of ways to reduce human impact? By the end of the unit students will be able to answer:</p> <ol style="list-style-type: none"> <li>1. What are some ways human consumption affects the environment?</li> <li>2. What are some ways human waste affects the environment?</li> <li>3. How could reduction affect human impact?</li> <li>4. How could recycling affect human impact?</li> </ol> <p>Topics within this unit include:</p> <p>Environmental solutions</p> <p>Human impacts on Earth's systems</p>	<p>HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p> <p>HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p>	<p>Investigation – The quest for clean water</p> <p>Simulation – Modeling the spheres</p> <p>Presentation – Public Awareness</p>	<p>ecosystem degradation</p> <p>environmental degradation</p> <p>pollution</p>	<p>STEMscopes – Bundle 6:</p> <p>Mitigating Human Impact</p>	

## Curriculum Map – Biology

Unit Time Frame	Anchoring Phenomena, Essential Questions, and Topics of Study	Standards/Performance Expectation(s)	Summative Assessment(s)	Vocabulary	Resources
Physiology 4 weeks	All life begins with cells and is thus dependent on cell division to function properly. We cannot function as individual cells, and the mechanisms behind cell division and differentiation are the results of complex interactions between the DNA that makes up genes, and the proteins that they code for. The variety of these proteins allow for all the functions that our bodies need to survive. How does DNA allow this to happen? How can we maintain this balance and a stable condition of life? What do our bodies know to do if something goes wrong? By the end of this unit students will be able to answer:  1. How is the role of cellular division essential in organisms? 2. What is the relationship between DNA, genes, and proteins? 3. How does the ability to sweat allow a human to maintain homeostasis? 4. How do organisms respond if an organ system is unable to function properly?  Topics within this unit include: Cell Division and Complex Organisms DNA to Proteins Feedback and Homeostasis	HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Research – Why do cells divide? CER – Sickle cell Lab – Homeostasis in plants 3D model – Body system Project – From cell to person	cell cell division chromatin chromosome centriole centromere chromatid mitosis interphase prophase somatic cell eukaryote meiosis gametes prokaryote sexual reproduction asexual reproduction gene deoxyribonucleic acid nucleotide double helix adenine thymine guanine cytosine hydrogen bond protein enzyme homeostasis equilibrium pathogen stimuli body systems (4)	Scope Titles Cell Division and Complex Organisms DNA to Proteins Feedback and Homeostasis Organization of Systems
Evolution 6 weeks	Every living being is unique and even members of the same species can be wildly different from one another, yet all life still uses the same 4 bases in DNA to achieve this. How is that possible? From	HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. HS-LS3-2 Make and defend a claim based on evidence	Storyboard – Sickle cell anemia Lab – Com genetics CER – Population variation Research – Evidence of	chromosome trait gametes mitosis meiosis	Scope Titles Inheritance of Traits Variations of Traits Factors of Evolution Evidence of Common

	<p>these 4 bases, organisms can change within families and given enough time – can adapt to a new environment and even change the make-up of entire species. How does evolution allow this to happen? Can we observe evolution happening in front of us? By the end of this unit students will be able to answer:</p> <ol style="list-style-type: none"> <li>1. How is it that every living organism has specialized cells containing genetic material made up of only four different bases, yet every organism is very different?</li> <li>2. How is it that traits can vary so much in the same family?</li> <li>3. How are natural selection and evolution related?</li> <li>4. What similarities can you find in organisms that show they are related?</li> <li>5. How do the elements of natural selection lead to adaptation?</li> </ol> <p>Topics within this unit include: Inheritance of Traits Variations of Traits Factors of Evolution Evidence of Common Ancestry Results of Natural Selection</p>	<p>that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. HS = LS4-4 Construct and explanation based on evidence for how natural selection leads to adaptation of populations.</p>	<p>ancestry CER – Darwin’s finches Project – Animal evolution</p>	<p>homologous chromosome crossing over phenotype genotype homozygous heterozygous recessive allele dominant allele allele Punnett Square genome probability mutation heritable adaptation ancestor diversity empirical evidence natural selection species</p>	<p>Ancestry Results of Natural Selection</p>
<p>Flow of Energy 3 weeks</p>	<p>Life is dependent on cycles to survive. We need to consume nutrients to function. Animals breathe in oxygen and exhale carbon dioxide, and plants take in carbon dioxide and “breathe out” oxygen. How is this cycle possible and able to be maintained? What other cycles and processes help keep energy flowing? By the end of the unit students will be able to answer:</p> <ol style="list-style-type: none"> <li>1. What process is most effective for energy production: aerobic or</li> </ol>	<p>HS – ESS2-2 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. HS – LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. HS – LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p>	<p>CER – Respiration Hunger games energy transfer Research – What makes the world go round? Project – Energy transfer</p>	<p>oxygen fermentation respiration autotrophic bioenergetics mitochondrion producer consumer matter carnivore omnivore decomposer biomass</p>	<p>Score Tiles Bioenergetics Flow of Matter in Ecosystems Carbon Flow in Ecosystems</p>

	<p>anaerobic respiration? Why?</p> <p>2. How does matter cycle and energy flow among organisms in an ecosystem?</p> <p>3. What is the role of photosynthesis and cellular respiration in cycling carbon in the biosphere, atmosphere, hydrosphere, and geosphere?</p> <p>Topics within this unit include:</p> <p>Bioenergetics</p> <p>Flow of Matter in Ecosystems</p> <p>Carbon Flow in Ecosystems</p>		<p>ecosystem</p> <p>energy</p> <p>predator</p> <p>decomposition</p> <p>organic</p> <p>inorganic</p>		
Ecology 3 weeks	<p>Life has existed on earth for approximately 3 billion years. In that time species have come into existence, gone extinct, changed behavior and habits in order to survive; in all this time life has continued to thrive. How has the earth remained relatively stable all of this time? Why is it that some species have endured for hundreds of millions of years like mosquitoes and sharks, and others are struggling or have gone extinct? What affects the survival of species and what does that mean for humans?</p> <p>By the end of the unit students will be able to answer:</p> <ol style="list-style-type: none"><li>1. How do ecosystems maintain stability?</li><li>2. How do interdependent factors impact the carrying capacity of an ecosystem?</li><li>3. How does individual and group behavior affect the survival and reproduction of a species?</li></ol> <p>Topics within this unit include:</p> <p>Biodiversity and Changes in Ecosystems</p> <p>Carrying Capacity</p> <p>Animal Behavior and Survival</p>	<p>HS – LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p> <p>HS – LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions but changing conditions may result in a new ecosystem.</p> <p>HS – LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p> <p>HS – LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p>	<p>CER – Wildfires</p> <p>CER – Strange and normal behavior</p> <p>Project – Biodiversity of different ecosystems</p>	<p>habitat</p> <p>species</p> <p>population</p> <p>competition</p> <p>predation</p> <p>overexploitation</p> <p>resilience</p> <p>abiotic</p> <p>abiotic</p> <p>macroscopic</p> <p>microscopic</p> <p>succession</p> <p>niche</p> <p>hibernation</p> <p>innate</p> <p>altruism</p> <p>correlation</p>	<p><u>Scope Titles</u></p> <p>Biodiversity and Changes in Ecosystems</p> <p>Carrying Capacity</p> <p>Animal Behavior and Survival</p>

Human Impact 2 weeks	<p>Humans have an enormous impact upon the Earth. We affect the environment in a variety of ways, from pollution to building cities to utilizing large swaths of land for agriculture. Some animals are threatened by this such as tigers and sharks, while others are thriving, such as rats and raccoons. Other animals have barely changed due to our impact, such as many insects. Why is it that these animals are adapting differently, and what factors affect this? How can we as humans protect those animals that are threatened and help protect the ecosystem in the process?</p> <p>By the end of this unit students will be able to answer:</p> <ol style="list-style-type: none"> <li>1. Why do some environmental changes help certain species thrive while endangering other species?</li> <li>2. How can people reduce the impact of human activities on the environment and biodiversity?</li> </ol> <p>Topics within this unit include: Environmental Impact on Species Minimizing Human Impact on Earth</p>	<p>HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species; (2) the emergence of new species over time; and (3) the extinction of other species.</p> <p>HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p>HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p>HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>	<p>Collage – Environmental impact PSA – Are we destroying our planet? Project – Acidification in our oceans</p>	<p>speciation pollution climate change invasive species anthropogenic changes overpopulation deforestation reuse recycle consumption</p>	<p><b>Scope Titles</b> Environmental Impact on Species Minimizing Human Impact on Earth</p>
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## Curriculum Map – Physics

Unit Time Frame	Anchoring Phenomena, Essential Questions, and Topics of Study	Standards/Performance Expectation(s)	Summative Assessment(s)	Vocabulary	Resources
Mechanics 4 weeks	By the end of this unit students will be able to answer:  1. What is the relationship between force, mass and acceleration according to Newton's second law?  2. How is evidence from the scene of a collision used to determine the velocities of the vehicles involved?  Topics within this unit include: Newton's Second Law of Motion Momentum	HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Lab – Acceleration due to gravity Lab – Conservation of momentum CER – Car collision	speed acceleration force velocity mass motion vector momentum impulse	Scope Titles Newton's Second Law of Motion Momentum
Forces 4 weeks	By the end of this unit students will be able to answer:  1. How is the force of electrical interactions related to the force of magnetic interactions? 2. What underlying forces explain the relationship between the Sun and the orbiting planets around the Sun?  Topics within this unit include: Interaction of Forces Gravitational and Electrostatic Forces	HS-PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field, and that a changing magnetic field can produce an electric current. HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to interaction. HS-PS2-4 Use mathematical representations of Newton's law of gravitation and Coulomb's law to describe and predict the gravitational and electrostatic forces between objects.	Lab – Creating an electromagnet Lab – Newton's law of universal gravitation	field circuit current conductor volt repulsion electromagnetism gravitation charge	Scope Titles Interaction of Forces Gravitational and Electrostatic Forces

Energy 5 weeks	By the end of the unit students will be able to answer:  1. How can we conserve energy even when the temperature decreases?  Topics within this unit include: Conservation of Energy Energy Nuclear Chemistry	HS – PS.3.1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Lab- Where does energy come from? Lab- Fission vs. Fusion Lab – Waves in different media	Research – How do power plants work? Lab – What is the temperature of the Bunsen burner flame?	kinetic energy energy efficiency temperature heat system Law of Conservation of Energy thermal energy heat capacity conductor insulator	Scope Titles Conservation of Energy Energy Nuclear Chemistry
	By the end of the unit students will be able to answer:  1. Why must energy convert as it is used? 2. How does fire move? 3. How can the quality of energy decrease even though it cannot be destroyed?  Topics within this unit include: Energy Applications Thermodynamics	HS – PS.3.3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. HS – E.TS.1.1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS – PS.3.4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).				Scope Titles Energy Applications Thermodynamics

## Curriculum Map – Chemistry

Unit Time Frame	Anchoring Phenomena, Essential Questions, and Topics of Study	Standards/Performance Expectation(s)	Summative Assessment(s)	Vocabulary	Resources
Elements and Compounds 6 weeks	By the end of this unit students will be able to answer:  1. How are elements different from each other? 2. Is it possible to predict the outcome of a reaction based solely on what the reactants are? 3. Why would surface tension be different in different liquids?  Topics within this unit include: Periodic Table and Element Structure Elements Compounds and Reactions Structure and Properties of Matter	HS – PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. HS – PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. HS – PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. HS – PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. HS – PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	Research – Communicative science Lab – What is in this mole? Lab – A watched pot will boil, eventually	atom element Bohr model proton neutrons electrons charge nucleus metals metalloids ionic bond covalent bond metallic bond atomic mass atomic number compound mole molecule solubility surface tension	Scope Titles Periodic Table and Element Structure Elements Compounds and Reactions Structure and Properties of Matter
Reactions 4 weeks	By the end of this unit students will be able to answer:  1. How can the equilibrium of a chemical system be disturbed? 2. How does changing temperature or concentration of reacting particles effect the rate at which reaction occurs?  Topics within this unit include: Reaction Equilibrium Reaction and Energy	HS – PS1-6 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-PS1-4 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS – PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which reaction occurs.	Lab – Le Chatelier's Principle Research – How do you make your own soda?	chemical reaction reactant products endothermic exothermic catalyst energy kinetic energy	Scope Titles Reaction Equilibrium Reaction and Energy

Life Science 4 weeks	By the end of the unit students will be able to answer:  1. Why are the molecules found in food and ingested by organisms important for growth and maintenance?  2. How does chemical energy get converted through photosynthesis and cellular respiration, and what is the impact on organisms other than plants?  Topics within this unit include: Molecules of Life Cellular Energy	HS – LSI-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS – LSI-5 Why are the molecules found in food and ingested by organisms important for growth and maintenance? HS – LSI-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	Lab – Building molecules Lab - Elodea and cellular energy	carbohydrate element chemical bond amino acid lipid protein nucleic acid polymer hydrolysis cellular respiration matter	Scope Titles Molecules of Life Cellular Energy
Energy 4 weeks	By the end of the unit students will be able to answer:  1. Why must energy convert as it is used? 2. How does fire move? 3. How can the quality of energy decrease even though it cannot be destroyed?  Topics within this unit include: Energy Applications Thermodynamics	HS – PS3.3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. HS – ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS – PS3.4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	Research – How do power plants work? Lab – What is the temperature of the Bunsen burner flame?	kinetic energy energy efficiency temperature heat system Law of Conservation of Energy thermal energy heat capacity conductor insulator	Scope Titles Energy Applications Thermodynamics

### Unit Template

Title of Unit	The Pit and the Pendulum	Grade Level	Grade 9
Subject	Mathematics	Time Frame	Approximately 12-16 days

Stage 1 - Identify Desired Results	
Content Standards	How are the Delaware Content Standards and Common Core Standards incorporated into this unit? What relevant goals will this unit address?

Common Core State Standards for Mathematics

Statistics and Probability

Interpreting Categorical and Quantitative data S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
  - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Algebra

<p>Creating Equations A-CED</p> <p>Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><u>Functions</u></p> <p>Interpreting Function F-IF</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show how key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	
<p>Enduring Understandings</p> <p>What understandings about the big ideas are desired? (what you want students to understand &amp; be able to use several years from now)</p> <p>What misunderstandings are predictable?</p>	<p>Essential Questions</p> <p>What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)</p>
<p><u>Students will understand...</u></p> <p>Students will understand that there are mathematical ways to describe how “spread out” data is.</p> <p>Students will understand that experiments provide normally distributed data—and that normally distributed data means that most of the data is clustered around the mean.</p> <p>Students will understand that a data point several standard deviations away from the mean comes from a fair event but extremely rare outcome, or from an unfair event.</p>	<p><u>Unit EQs</u></p> <p>How rare does a data point have to be before we start doubting its fairness?</p> <p>How do we evaluate “weirdness” mathematically?</p> <p>How weird is too weird?</p>

<b>Knowledge:</b> What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.	<b>Skills</b> What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.
<i>Students will know...</i>  Students will know that approximately 2/3rds of normally distributed data falls within one standard deviation of the mean and approximately 95% of normally distributed data falls within two standard deviations of the mean. Students will know standard deviation is an appropriate measure of spread only for normally distributed data sets.	<i>Students will be able to...</i>  Students will be able to calculate standard deviation for a given data set both by hand and by using a calculator. Students will be able to calculate the probability of an event occurring within the parameters of normally distributed data given the number of standard deviations the event occurred from the mean. Students will be able to calculate the number of standard deviations from a given mean a data point is given the probability of that event occurring.

Stage 2 – Assessment Evidence
<b>Performance Task</b> Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below) By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task		
<i>G – Goal</i> <i>What should students accomplish by completing this task?</i>	<i>Goal:</i> Using their understanding of normally distributed data, pendulums, and standard deviation; students will predict the timing of twelve periods of a thirty-foot pendulum. Students should use their own experience from building pendulums and adjusting parameters throughout the unit.	
<i>R – Role</i> <i>What role (perspective) will your students be taking?</i>	<i>Role:</i> Students are doing mathematics based on their own experiences and derivations from the unit (coupled with a p-value chart from the textbook whose precise values will reinforce their derived experimental values).	
<i>A – Audience</i> <i>Who is the relevant audience?</i>	<i>Audience:</i> Classmates, parents (via YouTube streaming), school and district administrators	
<i>S – Situation</i> <i>The context or challenge provided to the student.</i>	<i>Situation:</i> Students have spent several weeks both building pendulums as well as conducting experiments recording and analyzing measurement variation. Students have learned that measurement variation is normally distributed about the mean and that the predictive mean is the theoretical probability of an event occurring (e.g. the theoretical mean number of heads is 50 while flipping 100 coins). Students have also learned that the only parameter that affects a pendulum is the length of the string (not weight of bob, angle of elevation, or starting height). Students have recorded a series of experimental data for 12 periods of pendulums with lengths of : 1 foot through 8 feet (at whole foot intervals).	
<i>P – Product, Performance</i> <i>What product/performance will the student create?</i>	<i>Product:</i> Students will create a report where they share their prediction for the length of time a 30-foot pendulum will take to complete 12 periods. Their prediction will be backed up by the mathematics from the unit including non-linear graphs and standard deviation calculations. Their prediction will not be a specific time but a small interval where they claim their margin of error and degree of confidence.	
<i>S – Standards &amp; Criteria for Success</i> <i>Create the rubric for the Performance Task</i>	See Appendix A at the end of this document.	
<i>Other Evidence</i> Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate	<i>Student Self-Assessment</i> How will students reflect upon or self-assess their learning?	

achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.	
<p>This curriculum resource (Interactive Mathematics Program) is designed where the first question of the activity frequently assesses the learning goal from the prior day. Teachers will monitor student solutions to these questions as a form of formative assessment.</p> <p>A series of 4 small (2 question) quizzes will be distributed throughout the unit. These quizzes will formatively assess students on their understanding of calculating standard deviation, interpreting standard deviation, establishing margins of error, and creating non-linear graphs.</p> <p>Students will also participate in each class in creating a set of shared class notes via Google Docs. The students will vote on what definitions and notes go into the Google Doc with the teacher having editing access and the students having commenting access.</p>	<p>Rather than being given the traditional exit tickets where students are expected to solve a problem, students will be given exit tickets that specifically ask them to reflect upon their learning and/or to make mathematical claims based on their classroom experience of the day. These claims will be vetted by their classmates the next day and their meaning will be negotiated as a class.</p>

<i>Stage 3 – Learning Plan</i>	
<p>What teaching and learning experiences will you use to:</p> <ul style="list-style-type: none"> <li>• achieve the desired results identified in Stage 1?</li> <li>• equip students to complete the assessment tasks identified in Stage 2?</li> </ul>	
<p>Where are your students headed? Where have they been? How will you make sure the students know where they are going? How will you hook students at the beginning of the unit? What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</p>	
<p>Where: Students are headed towards a conceptual understanding of standard deviation. Students have had no experience with standard deviation prior; however, students have had experience with box plots (or box-and-whisker plots). Box plots and their accompanied Interquartile Range (IQR) are a median-based measure of spread. Standard deviation is a mean-based measure of spread</p>	

and as median is a more ubiquitous measure of center than median, standard deviation is more ubiquitous of a measure of spread than IQR is. Teachers will help students make sure they know where they are going by introducing unit problems—problems that are strongly contextual and are given at the start of the unit—that students will revisit later in the unit. These unit problems serve as anchors for the teacher to leverage to draw students' attention to both what they currently know about solving the unit problems as well as also drawing students' attention to what they still do not know. Two-unit questions in this unit are: how much time will it take a 30-foot pendulum to complete 12 periods (given in the context from a scene in Edgar Allen Poe's *The Pit and the Pendulum* that the class reads at the beginning of the unit)? Is this proposed penny with stated weight a counterfeit penny (given the weights of 20 other non-counterfeit pennies)?

*Hook:* Students will read an excerpt from Edgar Allen Poe's *The Pit and the Pendulum* where the protagonist is facing a slow execution by means of a swinging blade. Students need to determine if the protagonist has enough time to break out of his constraints (ropes) with the help of several hundred rats before being sliced to death.

*Experience and Explore:* Students will build a wide variety of pendulums that will give them experience with how a pendulum works and what affects the period of the pendulum. Students will also experience a variety of activities where they are asked to measure something as accurately as possible multiple times which leads to students realizing that experimental error is normally distributed. Students also perform a task (digitally) where they flip 100 coins 200 times and record the number of heads for each even.

*Reflect and Rethink:* Students will be asked to make several predictions early in the unit; for example, is this coin counterfeit? How long will 12 periods take this huge pendulum? What data set is most consistent? Students will attempt to justify their initial predictions using both their experiences and the mathematics they have learned up until now. Later in the unit each of those problems is reintroduced to students, and students are asked to re-predict using both their new experiences from the unit as well as more sophisticated mathematical strategies from the unit.

*Exhibit and Self-evaluate:* Related to Reflect and Rethink, after students do the experiments from the unit, and as they learn new mathematical strategies, they will be asked to revisit their initial predictions and self-evaluate those predictions now (the teacher keeps a record of those predictions for students to access).

*Tailor:* The first half of this unit asks students to explore consistencies and deviations using both their personal experiences as well as their experiences from the experiments they have participated in during class. There is almost no computation during the first half of this unit. This unit is designed to build off each individual student's experiences and intuition. Differentiation is thus imbedded during the lessons by yielding to students' own experiences and intuitions.

*Organize:* This unit is organized where there is almost no computation during the first half of the unit; rather the first half of the unit

is filled with experiments and with questions that ask students to use their own experiences and intuitions. This organization is intentionally designed to draw in the interest and engagement of ALL students.

#	Time Allocation (90 minutes block)	Lesson Title	Lesson Activities	CCSS	Resources
1	30 minutes	The Question	Students will listen to an excerpt from Edgar Allen Poe's <i>The Pit and the Pendulum</i> then will identify relevant details in the text that will allow them to predict whether the prisoner has enough time to escape.		Textbook
2	50 minutes	Building a Pendulum	Students build a pendulum and attempt to measure the period of their pendulum as accurately as possible. Students adjust variables about their pendulum to determine which variables affect the period of the pendulum. Students then re-examine their initial experiment and revisit what they would change if they were to do the experiment again.		Textbook; materials for building pendulums
3	20 minutes	Close to the Law	Students grapple with a problem centered around crime and location to police stations. The purpose of the activity is to create a cognitive need in students to be able to accurately measure claims where our intuitions might not be enough.	S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Textbook
4	100 minutes	How Close Can I Get?	Students participate in three experiments. 1. Students work with a partner to try to stop their stopwatches at exactly 5	S-ID.1. Represent data	Textbook; stopwatches

			seconds; they do these 10 times. 2. Students measure their stride length. 3. Students measure their pulse for 15 seconds; they do these 10 times. In each experiment students predict what the whole class's data might look like, then they gather the class's data and revisit their predictions discussing why the data might look the way they do.	with plots on the real number line (dot plots, histograms, and box plots).	analog clock with second hand
5	30 minutes	Return to the Pit	Students revisit the prisoner problem from THE QUESTION restating the parameters and rewriting the problem in their own words. Students must then discuss how measurement variation is involved in their future prediction. Students also write questions and unknowns that they still have that they will need to address before the end of the unit.	SMP 1, SMP 6	Textbook
6	30 minutes	What's Normal?	Students make predictions for a series of contexts on whether the data produced will be normally distributed or not and must justify their reasoning.	S-IC.1.	Textbook
7	45 minutes	Flip, Flip	The class will collectively flip 100 coins 200 times (using technology). Before flipping the class will predict the most heads in a trial that they will see, the fewest heads they will see, and how many times they will see exactly 50 heads.	S-ID.1.  S-IC.2. Decide if a specified model is consistent with results from a given data-generating process.  S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and	Textbook; Google Sheets template (to simulate flips)

				observational studies; explain how randomization relates to each.	
8	30 minutes	What's Rare?	Using their intuition and experiences from class, students make claims about what they believe to be "rare" in terms of stride lengths, pulse rates, and results of trying to stop a stopwatch at 5 seconds.	S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. S-IC.1.	Textbook
9	20 minutes	Penny Weight	Students will be given the weight of 20 standard pennies, then will be given a 21 <sup>st</sup> penny and will be asked to give their prediction as to whether that penny is counterfeit. Students will use their intuitions and experiences to justify their prediction.	S-ID.2., S-IC.1.	Textbook
10	30 minutes	Mean School Data	Students will be provided with two separate data sets that share the same mean and sample size. Students will be asked whether a new data point would be considered "rare" for either data group.	S-ID.2., S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for	Textbook

				possible effects of extreme data points (outliers)., S-IC.1.	
11	30 minutes	An (AB)Normal Rug	Students trace normal curves (provided) on graph paper then count the approximate area for various amounts of shading centered around the mean of the normal curve. This is so that students gain a grasp for approximately how far from the mean of the normal curve represents half the data, 2/3rds of the data, 95% of the data, etc.	S-ID.3.	Textbook
12	60 minutes	Data Spread	Students will be given four sets of data that share the same mean and sample size. Students will be asked to sort the four sets from least spread out from the mean to most spread out from the mean. Students will have a variety of orders which helps develop a class cognitive need for a statistical tool to measure how spread out things are from the mean.	S-ID.2., S-ID.3.	Textbook
13	45 minutes	Kai and Mai Spread Data	Students will be asked to use different mathematical structures—range and mean absolute deviation—to sort the four data sets from the prior activity. Students are asked to create their own structure then to organize the data sets according to their structure.	S-ID.2., S-ID.3.	Textbook
14	45 minutes	The Best Spread	Students are introduced to a new mathematical structure—standard deviation—and are asked to rank the four prior data sets by each set's standard deviation score.	S-ID.2., S-ID.3.	Textbook
15	45 minutes	Making Friends with Standard Deviation	Students explore what happens to a data set's standard deviation as the data set is manipulated (e.g. by adding the same number to each data point or multiplying the same number to each data point, etc.).	S-ID.3.	Textbook
16	30 minutes	Deviations	Students apply what they learned from the prior activity to make claims about data sets that have been altered in similar ways.	S-ID.2., S-ID.3.	Textbook
17	30 minutes	Penny Weight Revisited	Students revisit the case of the potentially counterfeit penny. This time, however, students apply their understanding of	S-ID.2. S-ID.4. Use the mean	Textbook

			standard deviation to make more sophisticated claims about the penny's veracity.	and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. S-IC.1.	
18	50 minutes	Can Your Calculator Pass This Soft Drink Test?	Students apply their understanding of standard deviation to make claims concerning percentages of populations affected given means, standard deviations, and parameters.	S-ID.2., S-ID.4.,	Textbook
19	40 minutes	The Standard Pendulum	Students build a standard pendulum with given parameters and attempt to calibrate the time length of its period bringing in their new understanding of measurement variation and deviation.	S-ID.1., S-ID.2., S-ID.4. S-IC.1., S-IC.2., S-IC.3.	Textbook
20	50 minutes	Pendulum Variations	Students change each of the listed parameters then must decide using the Normality Assumption whether each altered parameter affects the period of the pendulum.	S-ID.1., S-ID.2., S-ID.3., S-ID.4., S-IC.1., S-IC.2., S-IC.3.	Textbook

21	50 minutes	Maliana the Market Analyst	Students explore a non-linear context (quadratic in this case) graphically and use that graph to make predictions about the context.	<p>S-ID.6.a. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</p> <p>F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal</p>	Textbook
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				description of the relationship.	
22	30 minutes	Birdhouses	Students are given a new non-linear context and must make sense of and extrapolate algebraically, tabularly, or graphically.	S-ID.6.a., F-IF.4, A-CED.2	Textbook
23	30 minutes	So Little Data, So Many Rules	Students explore how a single data point can yield many different rules. The students are asked to present several non-linear equations that fit the given data points.	F-IF.4, A-CED.2	Textbook
24	45 minutes	Graphing Free-for-All	Students use technology to replicate presented graphs as well as to determine the equations of the given graphs.	F-IF.7.a	Textbook
25	50 minutes	An Important Function	Students create 1-foot through 8-foot pendulums recording how long it takes for 12 periods to occur.	S-IC.2.	Textbook; pendulum materials
26	100 minutes	The Thirty-Foot Prediction and Experiment	Students use their data from the prior activity to extrapolate an prediction for how long it will a 30-foot pendulum to complete 12 periods (the students are attempting to solve the unit problem from <i>The Pit and the Pendulum</i> ). Students will prepare a report supporting their prediction using the mathematics from the unit. Students will observe a 30-foot pendulum completing 12 periods and will compare their predictions to the experimental time. This experiment will be filmed and shared with parents online.	S-ID.4., S-ID.6.a.	Textbook; Materials for a 30-ft pendulum; camcorder
27	90 minutes	<i>The Pit and the Pendulum</i> Portfolio	Students will compile and write a portfolio indicating the connections they made throughout the unit and describing how the mathematics was developed throughout the unit.		

Assess and Reflect (Stage 4)	
Considerations	Comments
Required Areas of Study: Is there alignment between outcomes, performance assessment and learning experiences?	The learning experiences throughout the unit prompt students to reflect on their prior life experiences and to analyze their observed data more carefully paying attention to the ways in which the data behave. The performance assessment will ask students to make a prediction considering their learning experiences throughout the unit. Both the assessment and learning

	experiences are aligned to the outcomes described above concerning the Common Core State Standards in Mathematics.
Universal Design for Learning: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?	The curriculum has been designed to build off students' experiences and intuitions; this design supports equity in the classroom by valuing what each student uniquely offers to the classroom. By asking really difficult questions that no student has the answer to, equity is supported—because now not knowing the correct answer is expected. This new expectation supports struggling learners who are being sent the message that they are still valued mathematicians in this classroom even if they don't know the answer right away, as well this supports high-achieving students by giving them problems that are challenging and will take them days if not weeks to make sense of and solve. No sample problems are presented so high-achieving students will be challenged to make sense of the mathematics rather than to memorize and repeat; likewise, struggling learners are free from sample problems that have proven difficult for them to make sense of in the past which is how they received the label: "struggling learner."
Instructional Approaches: Do I use a variety of teacher directed and student centered instructional approaches?	Most of the lessons are student centered. However, there are a few lessons—such as the introduction to the standard deviation formula and the construction of the 30-foot pendulum—that should be teacher directed. There should be an element of teacher directedness in every lesson as teachers are expected to be making sure that the key mathematical ideas are being made explicit in every lesson either by students or, if that fails, then by the teachers themselves.
Resource Based Learning: Do the students have access to various resources on an ongoing basis?	There should be a table of materials available to students for every lesson. Students will not be prompted to use the table of materials but rather will know that materials available and often helpful in attempting these mathematical problems. These resources include but should not be limited to: calculators, graph paper, dot paper, tracing paper, portable white boards with markers, string, weights, rulers, protractors, angle rulers, colored pencils.
Instructional Equity: Have I nurtured and promoted diversity while honoring each child's identity?	Much of the mathematics from the unit is based on students' intuitions and experiences. Students get to make their own claims where there is no one right answer. As an example from the Penny Weight unit problem, by the end the students declare the penny counterfeit or not—and they can both be justified in their thinking. While offering both unit problems, teachers should be hoping for and expecting a diversity of opinions about what makes a data point normal or rare. The mathematical understandings in this unit are driven by students and their cognitive need.

Appendix A

30-foot Pendulum Prediction Project Rubric

	Mathematics Not Understood	Emerging Mathematical Understanding	Mathematical Content Understood	Mathematical Content Mastered	Score/Level
Measurement error	Student does not attempt to account for a margin of error or uses a significantly flawed justification.	Student approximates a margin of error and attempts to justify their margin of error mathematically but makes mistakes in their justification.	Student has approximated their margin of error using benchmark deviations.  Students mathematically justifies why their margin of error is reasonable for this problem	Student has accounted for a margin of error and has mathematically justified with precision their margin of error with the percentage of likelihood they believe the event will land within their margin of error.	
Extrapolation	Student makes either no attempt or a very poor attempt at creating a curve or line to fit the class's data.  Student makes no attempt to justify their choice of curve or line, or their justification has significant flaws in it.  Students makes no attempt to use their curve or line to make	Student attempts to create a curve or line based on the class data from smaller pendulums, but the attempt is poorly approximated.  Student attempts to justify why they used the curve or line that they did but their justification has mistakes or flaws in it.	Student has approximated a closely approximated curve or line of best fit based on the class data from smaller pendulums.  Student justifies why they used the curve or line that they did.  Student accurately applies their curve or line to make a	Student has used technology to calculate the curve of best fit based on the class data from smaller pendulums.  Student justifies why they used the curve they did.  Student accurately applies their curve of best fit to make a	

	Mathematics Not Understood	Emerging Mathematical Understanding	Mathematical Content Understood	Mathematical Content Mastered	Score/Level
	their prediction, or student makes a significant mistake in applying their curve or line when making their prediction.	Student makes a mistake in applying their curve or line to make a prediction for his problem.	reasonable prediction for this problem.	reasonable prediction for this problem.	

Appendix B

Name:

Date:

Unit Test: *The Pit and the Pendulum*

1. Lana, a circus performer, does bicycle tricks. She wants to ride her bicycle right up to a brick wall and then stop dramatically. She wants to stop very close to the wall without crashing.

Lana needs to know when to apply the brakes. She doesn't want to try the experiment because she is afraid of crashing. She wants to predict ahead of time at what point she should hit the brakes. She also realizes that no matter how hard she tries to make the conditions the same every time, there may be some variation in the distance required to stop her bicycle.

Devise a plan to collect and analyze data that will allow Lana to make this prediction. Describe how she might use the data.

In your answer, apply the ideas from the unit. Discuss the variables to consider and the problems Lana might encounter. Use the concepts of normal distribution and standard deviation in your answer.

My response...

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2. Michelin has collected data on how long their tires have lasted from several different customers (the data listed are in thousands of miles):

35	36	38	37	39
32	28	37	32	29
43	32	32	40	35

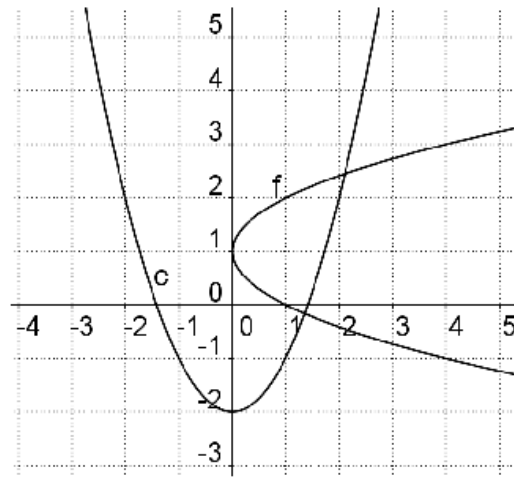
- a. Find the mean.
- b. Find the standard deviation.
- c. The CEO of Michelin is worried that someone might be selling counterfeit Michelin tires in Delaware. He bases this idea on the fact that the two most recent customers from Delaware reported their tires lasted only 26 thousand miles (for both customers). Do you think Michelin tires are being counterfeited in Delaware based on these data? Explain.

3. You are deciding which battery to order with your laptop. A list of customer reviews tells how long some of each battery has lasted in hundreds of hours:

Battery A	Battery B
5.9	2.1
4.5	5.2
5.1	6.0
5.8	5.9
3.7	5.8

- Find the mean battery life for each battery type.
- Find the standard deviation for each battery type.
- Which battery would you buy? Explain why (use the concept of standard deviation in your answer).

4. The graphs of the curves  $c$  and  $f$  are shown below.



- a. What is the equation of curve  $c$ ?
- b. What is the equation of curve  $f$ ?

<b>Title of Unit</b>	<i>American Voices</i>	<b>Grade Level</b>	Grade 9
<b>Subject</b>	English Language Arts	<b>Time Frame</b>	Approximately 19 days
<b>Stage 1 - Identify Desired Results</b>			
<b>Content Standards</b>			

**ELA Standards**

**CCSS.ELA-LITERACY.RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.9-10.2**

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.9-10.3**

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CCSS.ELA-LITERACY.RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

**CCSS.ELA-LITERACY.RI.9-10.5**

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**CCSS.ELA-LITERACY.RI.9-10.6**

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCSS.ELA-LITERACY.RI.9-10.10**

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

**CCSS.ELA-LITERACY.RL.9-10.3**

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

**CCSS.ELA-LITERACY.RL.9-10.5**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**CCSS.ELA-LITERACY.RL.9-10.10**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>There are different perspectives of what it means to be American</p> <p>Exposition and dialogue are used to convey meaning and add variety to writing</p> <p>Comparing text is a way to deepen understanding of concepts and ideas</p> <p>Writing can help us understand and process learning</p> <p>Author's purpose for writing</p>	<p><u>Unit EQs</u></p> <p>Is there such a thing as a "correct" way to be an "American"?</p> <p>How does your generation define what it means to be an American today?</p> <p>How do the realities of immigrants' experiences reflect or fail to reflect American ideals?</p> <p>How is an American identity created?</p>
Knowledge:	Skills
<p><i>Students will know...</i></p> <p>How to write a concise summary</p> <p>How to annotate text to support first and close readings text</p> <p>What a metaphor, simile and idiom are and how it creates more precise word choice in text.</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Evaluate written narratives by analyzing how authors sequence and describe experiences and events</li> <li>• Expand knowledge and use of academic and content vocabulary</li> <li>• Write a non-fiction narrative developing characters and events using specific details and descriptions</li> <li>• Use exposition and dialogue to convey meaning and add variety and interest to writing and presentations</li> <li>• Collaborate with peers to build on the ideas of other, develop consensus, and communicate</li> <li>• Integrate audio, visuals and text in presentations.</li> </ul>

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Stage 2 – Assessment Evidence	
Performance Task	
Elements of the Performance Task	
<i>G – Goal</i> What should students accomplish by completing this task?	<i>Goal:</i> Students will write a nonfiction narrative. Using the nonfiction narrative, students will annotate the text to prepare and present an interpretive reading. The students should use their own experience or someone they know to write a narrative answering: What is the connection between a sense of one's personal identity and one's national identity? Do those aspects of identity ever come into conflict? Students will perform an interpretive reading of their nonfiction narrative for their peers.
<i>R – Role</i> What role (perspective) will your students be taking?	<i>Role:</i> Students are writing from their own experience or from the experience of someone they know.
<i>A – Audience</i> Who is the relevant audience?	<i>Audience:</i> Classmates
<i>S – Situation</i> The context or challenge provided to the student.	<i>Situation:</i> Students have spent several weeks reading and discussing selections in the unit, American Voices, both real and fictional, who have moved from other countries and had to work to build an American identity. They learned it was easier for some than for others. Students should use their own experience or someone they know to write a narrative answering: What is the connection between a sense of one's personal identity and one's

<p><i>P – Product, Performance</i> <i>What product/performance will the student create?</i></p>	<p>national identity? Do those aspects of identity ever come into conflict? Students should consider geographical, social, legal and emotional aspects of the questions.</p> <p><b>Product:</b> The product will be two-fold:</p> <ol style="list-style-type: none"> <li>1. Nonfiction narrative that includes sequence, exposition, and dialogue</li> <li>2. Interpretive reading of nonfiction narrative</li> </ol>
<p><i>S – Standards &amp; Criteria for Success</i> <i>Create the rubric for the Performance Task</i></p>	<p>See rubric submitted as a separate document. Two rubrics will be used – one for the interpretive reading and the DDOE rubric for narrative writing for grades 9-10.</p>
<p><b>Other Evidence</b> Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.</p>	<p><b>Student Self-Assessment</b> How will students reflect upon or self-assess their learning?</p>
<p>Written summaries of text Quick Writes Performance Tasks Discussion Questions Observations Selection Tests (optional and editable)</p>	<p>At the beginning of the unit students complete an unit goals self-assessment. This assessment will be revisited at the end of the unit for students to evaluate their progress toward meeting the unit goals.</p> <p>Prior to reading text students will assess their understanding of vocabulary words. After reading students revisit and clarify any misunderstandings they have about the words as a result of new learning from the text.</p> <p>After the presentation of their work, they will be asked to write a few sentences about how they felt about their project and presentation. The sentences should answer the questions:</p> <ol style="list-style-type: none"> <li>1. What part of your project made you feel the most proud?</li> <li>2. What would you do differently if you had the same assignment again?</li> </ol>

Stage 3 – Learning Plan				
What teaching and learning experiences will you use to:				
<p>The unit is organized by lessons to be delivered to the whole group and then in small groups. The summative assessment is a performance task.</p> <ul style="list-style-type: none"> <li>• <b>Whole-Class Learning</b> <i>How does your generation define what it means to be an American today?</i></li> <li>• <b>Small-Group Learning</b> <i>How do the realities of immigrants' experiences reflect or fail to reflect American ideals?</i></li> <li>• <b>Performance-Based Assessment</b> <i>How is an American identity created?</i></li> </ul>				
How will you engage students at the beginning of the unit? (motivational set)				
See the introductory lesson activity below.				
What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?				
#	Lesson Title and Day Allocation for a 90 Minute Block Class	Lesson Activities Unit EQ: What does it mean to be American?	CCCs	Resources
WHOLE GROUP INSTRUCTION				
1	Introduction to the Unit (Less than day)	Students will watch a video and respond to a discussion prompt – Is being “American” a matter of geography or choice? Review the unit goals with the students and have them rate how well they meet the goals at the start of the unit. Rankings will be revisited at the end of the unit.	L.9-10.5	Video: define American: Hiep Le Unit goals sheet

		<p>Introduce academic vocabulary for the unit. Have students work in pairs to read mentor sentences, predict the meaning of the words, and identify at least 2 related words. Explicitly teach words students had difficulty understanding.</p> <p>Use a launch text such as <i>Music for My Mother</i> as an example of a nonfiction narrative. Explain to students that this is the type of writing they will develop in the performance-based assessment at the end of the unit. Have students read the text and look at the way the writer builds the story. Have students mark the text to help them answer the following question: What meaningful details make this narrative vivid and meaningful? Share in groups what was marked and explain why.</p> <p><u>Exit ticket</u> – Quick Write. Consider class discussion, the video, and the launch text as you think about this prompt. Prompt – How is an “American” identity created? Record your thoughts in a quick write.</p>		<p><i>Vocabulary graphic organizer</i>  <i>Launch text – Music for My Mother</i>  <i>(Lexile 770)</i></p>
2	<p><i>A Quilt of a Country</i>  <i>(2 days)</i></p>	<p><u>Building background for reading:</u> Engage students in a discussion of the following: What is a patchwork quilt? Ask students to identify the single essential characteristic of a patchwork quilt that makes it different from other quilts. Engage students in a discussion about why patchwork quilts are so valued. Are the components valuable, or just the quilt as a whole? Introduce concept vocabulary to the students asking them to rank their familiarity with the words prior to reading the text. (Words disparate, discordant, pluralistic, interwoven, diversity, coalescing).</p> <p><u>First Reading:</u> Students will complete a first reading of the text completing the following as they do so. NOTICE: You may want to encourage students to notice details that present and support important ideas. ANNOTATE: Remind students to mark passages that support the author’s central ideas. CONNECT: Encourage students to go beyond the text to make connections—When have they encountered times when differences and diversity were celebrated? Have students return to the vocabulary to note any new understandings they may have with the concept vocabulary.</p> <p>Discuss the following questions, using evidence for the text, in small groups and then in the larger group. According to Quindlen, what familiar object serves as an ideal representation of America? What does Quindlen think unified America’s diverse ethnic groups before the end of the cold war? According to Quindlen, how have other countries often handled deep ethnic divisions?</p>	<p><i>L.9-10.4b</i>  <i>RI.9-10.4</i>  <i>RI.9-10.5</i>  <i>RI.9-10.6</i>  <i>RI.9-10.10</i></p>	<p><i>Essay: A Quilt of a Country</i>  <i>(Lexile 770)</i></p>

	<p><u>Write</u> – have students write a summary of the text.</p> <p><u>Close Reading</u>: Ask students what they know about quilts. <i>Teacher note</i> - Dig deeper into the title, creating an analogy between America's diverse population and quilts. Explain that quilts come together through a series of patches. The patches are sewn together to create one big piece of fabric. The stitches must be sewn tight to prevent the patches from falling apart. Ask students if they think that America could fall apart if the seams were not strong enough.</p> <p>Model for students close reading of paragraph 2 where repeated adjectives are used. Model a think aloud for why the author has chosen to use the same adjective to describe two very different things. Ask students What effect does the deliberate use of repetition create? Have students close read the remainder of the text revisiting sections of the text they marked in the first read. They should annotate what they notice, ask questions about the text and write down what they conclude. Students should think about the author's choices of patterns, structure techniques and ideas included in the text.</p> <p><u>Quick write</u> – Pick a paragraph or section of the text that grabbed your interest. Explain the power of the passage.</p> <p><u>Engage students in discussion</u> – possible questions. Explain Mario Cuomo's Conundrum. DOK 2 How does this detail contribute to the development of Quindlen's ideas? DOK 2; Why is Quindlen reluctant to define "anything remotely resembling a national character"? DOK 1 What qualities does she propose are essentially American? Explain. DOK 2; At the end of paragraph 3, Quindlen says, "You know the answer." DOK 3 Explain what that answer is. Why do you think she leaves that answer open-ended? DOK 2; What have you learned about American identity from reading this essay? DOK 3</p> <p><u>Quick Write</u>- Have students write a short reflection about how immigrants may experience America. How might immigrants feel about this country's values? Do they think people in America are equal? Encourage students to draw upon the text for examples of ethnic diversity. Is this country strong enough to support its diverse population? Why or why not?</p> <p>Discuss with students why an author might choose to use rhetoric or language devices, such as analogy or imagery, in a text. Have them think about the advantages and disadvantages of doing so. How does rhetoric shape the text? How does it establish the author's purpose? Students should recognize that the</p>	
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		<p>author uses the quilt analogy to develop her central ideas. To support students in analyzing the craft and structure of text engage them in the following: Identify three details in the first paragraph that support Quindlen's idea that America is a mash-up of different cultures. (b) According to Quindlen, what "notion" unites American culture into a single whole? For Quindlen, why does the idea of a crazy quilt capture a tension at the heart of American culture? Provide passages from the text that add to Quindlen's analogy of the crazy quilt. Ask students to explain how the selected passage develops the analogy. Ask students to select their own passage from the text that they think adds to the analogy and to explain their choice.</p> <p>Revisit the vocabulary presented at the beginning of the lesson. Ask students to identify which words contribute to the idea of unity, and which contribute to the idea of fragmentation. Are there other words within the text that were not presented in the list that connect to the concepts of unity and fragmentation? May choose to administer all or parts of the selection test for "A Quilt of a Country."</p>		
3	<p><b>The Immigrant Contribution</b> (3 days)</p>	<p><u>Building background for reading</u> – Discuss some immigrant contributions that have become part of American culture. (Which foods do they enjoy from other ethnic groups? What are some local street or city names that come from languages other than English? What are some inventions from immigrants?) Explain to students that they are going to read "The Immigrant Contribution" which is a chapter from <i>A Nation of Immigrants</i>. They will read the text twice to compare the author's purpose and use of persuasive techniques in "A Quilt of a Country" with those of "The Immigrant Contribution." Point out the author of the text is JFK. Ask how might JFK's family history have shared his opinions of immigrants and their contributions to America? What might his purpose be for writing? Introduce concept vocabulary to the students asking them to rank their familiarity with the words prior to reading the text. (Words - descendants, stock, minority, naturalization, factions, assimilation).</p> <p><u>First Reading</u> - Students will complete a first reading of the text completing the following as they do so. NOTICE: Encourage students to notice the author's definition and description of immigrants. ANNOTATE: Remind students to mark key passages, such as the ones that illuminate the author's depiction of immigrants. Students may want to revisit these passages in their close read.</p>	<p>L.9-10.1b L.9-10.4b RI.9-10.1 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10 W.9-10.2 W.9-10.9b</p>	<p><i>Essay - The Immigrant Contribution (Lexile 1320)</i> <i>DE Writing Rubric for Explanatory Writing</i></p>

	<p><b>CONNECT:</b> Encourage students to make connections to their own family histories. Did their families come to the United States a very long time ago or very recently? Ask them how they might have felt coming to a new country. Have students return to the vocabulary to note any new understandings they may have with the concept vocabulary. Have students complete a word map for the word <i>descendent</i>. Discuss the following questions, using evidence for the text, in small groups and then in the larger group. According to Kennedy, why is it impossible to speak about a particular “immigrant contribution” to the United States? What does Kennedy say are the two main reasons immigrants come to the United States? In the case of which minority does Kennedy say the “melting pot” has failed?</p> <p><b>Write</b> – have students write a summary of the text.</p> <p><b>Close Read</b> - Have students close read the title, “The Immigrant Contribution.” Who does Kennedy say are immigrants? What does Kennedy mean when he says “contribution?” Model for students close reading of paragraph 1 and mark the pronouns Kennedy uses. Model through think-aloud why JFK might use these pronouns and the conclusion you draw. (Creates a sense of inclusiveness which helps aid in persuasion. Ask students What is the effect of using this approach in an essay about a social issue? If someone feels like a member, they are more likely to be on the same side of the argument.). Have students close read the remainder of the text revisiting sections of the text they marked in the first read. They should annotate what they notice, ask questions about the text and write down what they conclude. Remind students to focus on the author’s purpose and nouns and verbs that have positive connotations or add to the persuasive nature of the text.</p> <p><b>Quick write</b> – Direct students’ attention to the description of equality in paragraph 16. Have students write a paragraph in which they discuss the author’s use of the word <i>equality</i> in comparison to the literal definition of the word. Have students write a reflection about the types of equality discussed in the text, and whether people are ever truly equal.</p> <p><b>Engage students in discussion</b> – possible questions. Does Oscar Hanlin’s statement support or refute Kennedy’s main idea as it is expressed in the first paragraph of this selection? Explain. DOK 2; What information does Kennedy provide about the immigrant status of some of the signers of the Declaration of</p>		
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	<p>Independence? DOK 1 Analyze How does this information connect to his earlier point about all Americans? DOK 2; According to Kennedy, what did the idea of the “melting pot” once mean? DOK 1 Infer For Kennedy, how has that ideal changed in modern times? Explain. DOK 3; What have you learned about the nature of American identity from reading this essay? DOK 3</p> <p>Discuss with students why an author might choose to use all three types of persuasive appeals. Have them think about the advantages of using more than one type of persuasion. Direct their attention to all the parts of the text, including the title, quotes and images, as well as the main content. Remind students that some readers may respond more strongly to some types of persuasion over others.</p> <p>Appeals to authority: Using statements made by experts on the topic. Example: According to the Library of Congress, nearly 12 million immigrants arrived in the U.S. between 1870 and 1900.</p> <p>Appeals to reason: Making arguments based on logic and supported by facts or data. Example: Haley’s improved study habits have paid off because she earned an A in every subject.</p> <p>Appeals to emotions: Using words that lead readers to have strong feelings, such as pride, patriotism, or anger. Example: If you love your country, you’ll vote for Senator Adams.</p> <p>Students will use textual evidence to record at least two examples of persuasive techniques Kennedy uses in his essay. They will explain in what ways each example makes Kennedy’s ideas convincing. In small groups students will discuss which technique Kennedy uses the most and why they think he emphasizes one technique over others.</p> <p><u>Quick write</u> – Which type of persuasive technique do you find most effective in this essay? Why?</p> <p>Revisit the vocabulary presented at the beginning of the lesson. In pairs students will select two concept vocabulary words other than <i>descendants</i>. How does each word relate to ideas about populations and group identities? What other words in the selection connect to the concepts of populations and group identities? Be prepared to explain to the class.</p> <p><u>Writing to Compare</u> – Students have read two essays that discuss American cultural diversity. Based on your reading of “A Quilt of a Country” and “The Immigrant Contribution,” how does diction and tone reflect each author’s</p>	
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		<p>purpose, audience, and message? Using pre-writing and drafting activities along with your notes to write an essay comparing the diction choices used by both authors.</p> <p>Mini-lesson: Discuss the definition of dependent and independent clauses and create several examples of each as a class. Read both independent and dependent clauses aloud to aid students' understanding of the distinction between them. Provide students with examples of each from "The Immigrant Contribution."</p> <p>Have students write three examples of dependent and independent clauses in random order on a piece of paper. Then, have students exchange these papers with classmates in order to identify each example. Review incorrect classifications as a class in order to further clarify the distinctions.</p> <p>Pre-writing: Tell students that as they analyze the diction in these two texts (A Quilt of a Country and The Immigrant Contribution), they will see that each author achieves a specific tone through the vocabulary that he or she chooses. Help students see that words have power to make a writer's work seem formal, informal, friendly, or academic. Explain to students that you want them to analyze the writer's diction in the two texts. They are to choose two passages from each text that they think uses especially interesting language. They should describe/explain the type of diction each passage displays (i.e. informal, formal, poetic, ordinary, sophisticated, slangy, technical, scientific, concrete, abstract). How does each author's diction and tone reflect his or her purpose for writing and the audience he or she is trying to reach? Drafting: Use the information from pre-writing to identify passages to use as examples in your essay. Passages should display each author's diction that the student thinks offer a clear difference or similarity. Have students identify the passages and the point it will support. At least 4 passages should be identified. Students should use the passages to state a one sentence central idea thesis statement for an essay. Students will work with partners to revise and edit the essay. (Use state rubric for explanatory writing)</p> <p>May choose to administer all or parts of the selection test for "The Immigrant Contribution"</p>		
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4	American History (2 days)	<p><u>Building background for reading</u> – Ask students to name the most important historical event they can remember. Do they remember the day it happened? Do they remember what they were doing when they heard the news? Explain to students that they are going to read a short story called American History by Judith Ortiz Cofer. As students read, they are looking for content in the text to answer: How does her childhood environment, both physical and societal, influence her sense of identity as an American? Introduce concept vocabulary to the students asking them to rank their familiarity with the words prior to reading the text. (Words – anticipated, infatuated, enthralled, devoted, elation, impulse).</p> <p><u>First Reading</u> - Students will complete a first reading of the text completing the following as they do so. NOTICE: who the story is about, what happens, where and when it happens, and why those involved react as they do. ANNOTATE: by marking vocabulary and key passages you want to revisit. CONNECT: ideas within the selection to what you already know and what you have already read. After reading ask the students: On what memorable day in history does this story take place? How does the narrator first become aware of Eugene? Why does the narrator like Eugene even before she meets him? According to her mother, how does Elena seem to feel about Eugene? How does Eugene's mother react to Elena's visit? Have students return to the vocabulary to note any new understandings they may have with the concept vocabulary after the first reading of the text.</p> <p><u>Write</u> – have students write a summary of the text.</p> <p><u>Close Read</u> - Ask students to tell which period of America's history they find most interesting. American Revolution? Civil rights era? The new millennium? Ask students how they think the present period of time will be described in history books of the future. Students may have marked paragraph 1 during their first read. Use this paragraph to model for students and help them to understand the place that helped shape Elena's identity as an American. Have students mark details in paragraph 1 that show the characteristics of El Building. Guide students to consider what these details might tell them. Ask what a reader can infer about El Building. Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details. Remind students that a character plays a role in the action of a literary work. Sometimes a character can be an inanimate object or thing, rather than a</p>	L.9-10.1b L.9-10.4c L.9-10.5 RL.9-10.3 RL.9-10.10 W.9-10.3 W.9-10.3e	<i>Short story – American History by Judith Ortiz Cofer (Lexile 1000) Alternative Endings Worksheet</i>
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	<p>person or animal. Have students watch for character traits that can be ascribed to El Building in passages to come and include these in their highlighting and annotation. As a class reread paragraph 5. Remind students to focus on the vivid language in in this paragraph used to describe the temperature on the playground. Ask: Why is the narrator so focused on feelings of hot and cold? Have students close read the remainder of the text revisiting sections of the text they marked in the first read. They should annotate what they notice, ask questions about the text and write down what they conclude. Remind students to focus on the author's characterization and word choice in the text to paint vivid pictures in the reader's mind. Paragraph 12 and paragraph 29-30 can be used to model close reading, if needed.</p> <p><u>Engage students in discussion</u> – possible questions. Explain the contrast in Elena's feelings toward her own home and Eugene's house. Cite descriptive details that reflect these feelings. DOK 3; In what ways does this story reflect social issues facing America in the 1960s? Consider descriptions of Elena's school and neighborhood, as well as Eugene's mother's reaction to Elena. DOK 3 hat subject is Elena planning to study with Eugene? DOK 1 What other reasons might Ortiz Cofer have for calling this story "American History"? DOK 2; What does it mean to be "American"? DOK 2</p> <p>Discuss with students why the author might feel that the use of internal and external conflict is an effective way to tell Elena's "American" story. Have them think about others in the story who also may be struggling with their own values or societal pressures. Remind students that, if there is no conflict, there is no story. Have students go back through the text to provide examples of internal and external conflict.</p> <p><u>Quick Write</u> - Elena is not the only character in "American History" who is conflicted. Have students write a short paragraph (three or four sentences) from Eugene's point of view. What does he say about his relationship with Elena, since that is not explored in the story? Share</p> <p><u>Language</u>.- Ask: How do the vocabulary words help the writer describe characters' emotions? Have students individually find two other words in the selection that describe a strong emotion. (Come back to this when students engage in the performance writing task). Discuss with students the definition of a prepositional phrase, an adjective phrase, and an adverb phrase. As you review</p>	
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		<p>the examples with students, explain that a prepositional phrase functions as either an adverb or an adjective, depending on what it modifies. Have students find examples of each in the text.</p> <p><u>Writing</u> - Explain to students that a story's ending is what leaves a lasting impression on the reader. The author can guide the reader to a specific conclusion or cause the reader to have certain thoughts and feelings that last long after the book is closed. If you want your story to stay on the reader's mind, write it with a powerful ending. Share with students samples of powerful endings from 2-3 sources. Have students discuss the ending of American History by Judith Ortiz Cofer and makes it effective/powerful. Have students complete the Alternative Endings worksheet. Have students reflect on the following questions as they complete their writing: How did you make your portrayal of the characters consistent with the earlier part of the story? Did you include any prepositional phrases in your writing? If so, how did they help you be more descriptive or precise? Which words in your writing do you feel are especially effective in portraying characters' thoughts or feelings? Have students share. IN small groups students should discuss: What have you learned about American identity from reading this selection?</p> <p>May choose to administer all or parts of the selection test for "American History".</p>		
5	Whole Group Learning Performance Task (2 days)	<p><u>Assignment</u> - Think about how the authors of "A Quilt of a Country," "The Immigrant Contribution," and "American History" explore American identity. Consider how the idea of American identity has changed over time. Then, use your own experience, or that of someone you know or have studied, to write a brief narrative that explores this question: <i>How does your generation define what it means to be an American today?</i></p> <p><u>Launch</u> - Ask students to write examples of the different ways Americans are connected to one another after reading "A Quilt of a Country," "The Immigrant Contribution," and "American History." You might guide them with the question: "What do Americans have in common with each other?"</p> <p>As students share, ask them to cite specific examples from the texts to support their ideas. Explain to students that the key to writing a compelling nonfiction narrative is to select an event or experience that is meaningful to the writer. Key</p>	W.9-10.3 W.9-10.10 L.9-10.6	DE rubric for narrative writing

		<p>ideas to point out to students are: They will write a stronger narrative if they have a personal connection to the event or experience. Instruct them to include details that will interest readers and make them want to read the whole story. Encourage students to grab the reader's attention by beginning the narrative with an especially interesting detail. Emphasize how important it is for a writer to show readers what is happening and that simply telling them flat details might cause readers to lose interest in the narrative. Have students skim "American History," making note of the places where the writer shows, rather than tells, the reader what is going on. Remind students that dialogue can help establish each character's personality. Using distinct word choices, a writer can establish that each person in the story has his or her own voice. When students are in the revision process remind them that in a nonfiction narrative, the purpose of the conclusion is the same as it is in other forms of writing. It should wrap up the narrative in a meaningful way and help the reader understand its message. Dialogue is an opportunity to illustrate how each person is unique. Have them review all instances of dialogue to find areas where the people do not come across as real or where their words don't sound distinctive. Students should be encouraged to engage in peer review with more than one peer for revision and editing. (The Delaware rubric for narrative writing will be used to assess the performance task.)</p>		
<p align="center"><b>SMALL GROUP INSTRUCTION</b></p> <p><u>Launch for small group instruction</u> - What is it like to build a new life in America? And what happens when newcomers are greeted with confusion or suspicion rather than welcome? The selections you will read present different perspectives on the experience of becoming American. You will work in a group to continue your exploration of American identity.</p>				
5	Rules of the Game (2 days)	<p><u>Building background for reading</u> - In small groups students discuss what games (other than chess) they have played that involve using strategies to win. Have they ever applied these strategies to real-life situations? Were these strategies useful? How important is it to play by the rules? Should rules given by parents or adults in authority always be followed? When does it make sense to challenge these rules? Have groups discuss the concept vocabulary words and share their familiarity or knowledge of each one (deftly, relented, plotted, concessions). Have groups discuss how words surrounding an unknown word help them narrow</p>	<p>L.9-10.1 L.9-10.4a L.9-10.4d L.9-10.5b L.9-10.3 RL.9-10.10 SL.9-10.4</p>	<p><i>Novel excerpt from The Joy Luck Club – Rules of the Game (Lexile 1000)</i></p>

	<p>down possibilities of meaning, especially when the unknown word has multiple meanings. While completing the first reading students should model for each other the use of context clues to identify the meaning of these words.</p> <p><u>First Read</u> – Students will complete a first reading of <i>Rules of the Game</i> from <i>The Joy Luck Club</i> by Amy Tan independently completing the following as they do so. NOTICE: who the story is about, what happens, where and when it happens, and why those involved react as they do. ANNOTATE: by marking vocabulary and key passages you want to revisit. CONNECT: ideas within the selection to what you already know and what you have already read. After reading have students discuss in small groups the following questions: How does Waverly first obtain a chess set? What advice does Waverly’s mother give her about finding out “why” important things are done? Why does Waverly become angry with her mother at the market?</p> <p><u>Write</u> – as a small group write a summary of the text.</p> <p><u>Close Read</u> - Ask students to consider the following prompt: <i>What is the figurative meaning of the title?</i> As students discuss the prompt in their group, have them describe a situation where they or someone they knew had to follow the rules of someone in authority to get what they wanted. <i>As groups perform their close read, circulate and offer support as needed.</i> Remind groups that when they read fiction, they should be sure to identify the leading characters, distinguish the main events, and follow the plot. <i>Note - Areas where the teacher may want to provide small group support or modeling:</i> 1). Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 2. Have students mark details in paragraph 2 that demonstrate the use of an idiom. Guide students to consider what these details might tell them. Ask what a reader can infer from these details and accept student responses. 2). Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 14. Encourage them to talk about the annotations that they mark. Have students mark details in paragraph 14 that indicate the narrator’s memories and views regarding the Chinese Santa Claus. 3). Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 19. Encourage them to talk about the annotations that they mark. Have students mark details in paragraph 19 that use hyperbole to convey the power of the chessboard over Waverly’s brothers. Guide students to consider what these</p>	
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	<p>details might tell them. Ask what a reader can infer from what was annotated. 4). Circulate among groups as students conduct their close read. Suggest that groups close read paragraphs 59–65. Encourage them to talk about the annotations that they mark. Have students mark details in these paragraphs that indicate conflict between Waverly and her mother. Guide students to consider what these details might tell them. Ask what a reader can infer from what was annotated. Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.</p> <p><b>Analyze the Text</b> – In small groups have students reread paragraphs 1–3 and 76–77 of “Rules of the Game.” Have them discuss: What does the image of the “strongest wind” represent to you? Why does Tan return to the “strongest wind” image at the end of the story? Explain. Have students work with their group to share other key passages from the story. Discuss parts of the text that they found to be most meaningful, as well as questions they asked and the conclusions they reached as a result of reading those passages. Ask students to discuss the following question: What has this selection taught you about American identity? With the whole group discuss with students how main characters in fictional narratives often have conflicting traits and motivations which heighten the tension of a story. Have students discuss stories they have read where main characters are parent and child. Ask which type of conflicts these characters would have. In small groups have students identify at least two conflicts Waverly and her mother face in <i>Rules of the Game</i>. For each conflict, the group should explain how the character responds and the reasons for the response. Cite at least two ways in which Waverly’s actions or reactions change the situation and move the plot forward. Cite the same for her mother. Discuss whether Waverly and her mother change or grow as a result of their experience. If so, in what ways? If not, why? What central ideas do Waverly and her mother’s conflict emphasize? What insights about life or the human condition does the story express?</p> <p><b>Language</b> – Explain to the class that the concept vocabulary words they reviewed and discussed prior to reading the text are all related. In their group, students should determine what the words have in common. Ask them to identify another word that would fit into the category.</p>		
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		<p>Tell students that participial phrases are often used to add extra detail, a purpose, or reason to a sentence or thought. Review examples of both types of participial phrases (present and past) from the text. Possible examples are: Helping her mother with yard work, Cassandra felt tired.; Exhausted from a long day's work, she was happy to watch a movie that night.; The girl who was playing chess won the game.; The chess piece that was missing was found again. Students should work individually to mark sentences from <i>Rules of the Game</i> and write the word it modifies. When they have finished, students should compare their responses with those in their small group.</p> <p><u>Individual work:</u></p> <p>We lived on Waverly Place, in a warm, clean, two-bedroom flat that sat above a small Chinese bakery specializing in steamed pastries and dim sum.          "Little sister, been a long time since I play with dolls," he said, smiling benevolently.          I felt the wind rushing around my hot ears.          Her black men advanced across the plane, slowly marching to each successive level as a single unit.</p> <p><u>Quick Write</u> - Working individually students are to write a short paragraph about <i>Rules of the Game</i>, using two participial phrases. Students should mark the participial phrases and identify the words they are modifying.</p>		
6	Writing on the Wall (2 days)	<p><u>Building background for reading</u> - Ask students to think about characters in literature, movies, or songs who felt sad or lonely. How did those characters deal with their emotions? Ask students to consider the ways people can express their emotions and discuss specific factors that impact people's means of expression. Point out words the students will encounter in their reading of the text (memento, composed, inscribed). Have small groups discuss what they think these words mean. Explain to groups there are several types of context clues they may encounter when reading to help them understand word meanings - synonyms, restatement of an idea, and contrast of ideas and topics— discuss how these types of clues can help clarify meaning. Encourage groups to think of one other type of context clue that they might encounter in a text. Possibilities include examples, antonyms, and definitions. Remind them that as they are reading, they should use context clues to help them understanding the meaning of new words, including the 3 introduced for the blog in parenthesis above.</p>	L.9-10.4a L.9-10.4b RI.9-10.2 RI.9-10.4 RI.9-10.10 W.9-10.7 SL.9-10.5	<i>Media: Blog Post – The Writing on the Wall by Camille Dungy (Lexile 1160) Digital Presentation Rubric</i>

	<p><u>First Read</u> – Students will complete a first reading of <i>The Writing on the Wall</i> by Camille Dungy independently completing the following as they do so. NOTICE: Encourage students to notice new information about the wall and why people interacted with it. ANNOTATE: Remind students to mark passages they feel evoke an emotion in readers or are worthy of analysis in their close read. CONNECT: Encourage students to go beyond the text to make connections. Have them consider how a person might react to spending time in a jail or a prison. After reading have students discuss in small groups the following questions: Who was sent to Angel Island and under what circumstances? Why were the poems inscribed on the walls at Angel Island so hard to see? According to the writer, how will preservation of the Angel Island Detention Center poetry benefit her as a poet?</p> <p><u>Write</u> – as a small group write a summary of the text.</p> <p><u>Close Read</u> - Ask students to identify examples of writing that appears on walls, such as graffiti. Discuss the fact that some may consider it vandalism, while others may consider it art. Ask students to consider how the poetry written on the walls of Angel Island relates to these ideas. <i>As groups perform their close read, circulate and offer support as needed.</i> Remind groups that with informative and explanatory texts there should be a sentence that clearly identifies the topic. Readers should locate the topic and notice the ways the author develops it through the text. <i>Note - Areas where the teacher may want to provide small group support or modeling:</i> 1). Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 2. Encourage them to talk about the annotations that they mark. Guide students to consider what these details might tell them. Ask what a reader can infer from the mode of discourse. 2. Suggest that groups close read paragraph 10. Guide students to consider what these details might tell them. Ask what a reader can infer from what was marked. 3). Suggest that groups close read paragraph 16. Have students mark details in the paragraph about the work to preserve the poems on the walls at the detention center on Angel Island.</p> <p><u>Analyze the Text</u> – With your group, reread the poem in paragraph 3 of the selection. How do you interpret this poem? How does the speaker compare with the heroes of the past? Work with your group to share the passages from the text that you found especially important. Take turns presenting your passages.</p>	
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		<p>Discuss what you notice in the text, the questions you asked, and the conclusions you reached. What does it mean to be “American”? What have you learned about American identity from reading this text? Discuss with your group.</p> <p>Discuss with students the different examples of informative texts, such as magazine articles, encyclopedia entries or blog posts. Discuss the various types of supporting detail that writers use to develop a supporting idea. Point out the importance of supporting the central idea as it helps the reader accept and understand the author’s premise. Explain that it is often helpful to include a variety of support types. Individually students will respond to the following: At what point in “The Writing on the Wall” does Camille Dungy state her central idea? In your own words, restate that idea. Students will also identify at least one example from the text for each type of detail (description, example, fact, reasons) and tell how it develops or refines the central idea.</p> <p><b>Language</b> – Explain to the class that the concept vocabulary words they reviewed and discussed prior to reading the text are all related. In their group, students should determine what the words have in common. Ask them to identify another word that would fit into the category. Find the sentences where these words were used. Ask students to discuss how the author’s choice of these words made the sentences more vivid. Point out the word memento. Explain the Latin root for the word, (mem) which means “to remember.” In small groups have students come up with at least two other words that use this root and define the word.</p> <p><b>Research</b> – In small groups, students will conduct research using a variety of sources and prepare a digital presentation. They should gather relevant visual evidence to give strength to the presentation. Choose from the following topics: <b>Angel Island</b> Research the Angel Island Immigration Station. Find maps, photos, records, blueprints, and other items to give the audience an understanding of exactly where the station was and what it was like. Make sure the presentation addresses questions such as: Who exactly was brought to Angel Island? Were all inmates immigrants? Where were the groups (Europeans, women and children, Asians) each housed and under what conditions did they live? <b>Poetry</b> The poems of Angel Island are said to follow the classic style of well-known Chinese poets. Research one or two of these poets and compare their work with that of one of the poets on Angel Island. Classic poets to investigate include Li Bai, Tu Fu, and Wang Wei. <b>Chinese Immigration</b> Research Chinese immigration to the United</p>	
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		<p>States from 1910 to 1940. How many Chinese immigrants arrived? What were the common reasons that most of these immigrants came to San Francisco? How did their motivations and expectations influence the poetry at Angel Island? The presentation may include photos, video, and audio as well as text. Use the Internet and other sources to obtain these materials. (Consider having students upload their presentations with audio allowing all students to view and comments through discussion board.)</p> <table border="1"> <tr> <th colspan="5">Elements of a Successful Digital Presentation</th></tr> <tr> <td>A topic of the right size, meaning that it can be covered in the time and space allotted</td><td>A main idea that shows a clear focus</td><td>Facts, details, examples, and explanations that support the main idea</td><td>Media that work well in presenting the topic and the main idea</td><td>Careful research that avoids errors in fact or in presentation</td></tr> </table>	Elements of a Successful Digital Presentation					A topic of the right size, meaning that it can be covered in the time and space allotted	A main idea that shows a clear focus	Facts, details, examples, and explanations that support the main idea	Media that work well in presenting the topic and the main idea	Careful research that avoids errors in fact or in presentation		
Elements of a Successful Digital Presentation														
A topic of the right size, meaning that it can be covered in the time and space allotted	A main idea that shows a clear focus	Facts, details, examples, and explanations that support the main idea	Media that work well in presenting the topic and the main idea	Careful research that avoids errors in fact or in presentation										
7	<p><b>With a Little Help From My Friends (1 day)</b></p>	<p><u>Building background for reading</u> - What would it be like to settle in a foreign country where the language, the food, and the climate are totally new? Engage students in the meaning and usefulness of the word "foreign." Ask them if they would try to learn the local language and customs and become part of the community, or whether they would be happy to remain a foreigner.</p> <p><u>First Read</u> – Students will complete a first reading of "With a Little Help From My Friends" by Firoozeh Dumas independently completing the following as they do so. <b>NOTICE:</b> Encourage students to notice the opening image of the selection and the mood it conveys. Also, point out the importance of footnotes in this selection.</p> <p><b>ANNOTATE:</b> Remind students to focus on passages of key importance or of interest. <b>CONNECT:</b> Encourage students to go beyond the text to make connections with their own personal experiences or the experiences of someone they know or have heard of through movies or television. After reading have students discuss and clarify details from the text in small groups the following questions: How did most Americans treat Dumas and her family during their first</p>	<p>RI.9-10.3 RI.9-10.10 W.9-10.2 W.9-10.2b L.9-10.5</p>	<p><i>Memoir – With a Little Help from my Friends from Funny in Farsi (Lexile 920) Craft and Structure Organizer</i></p>										

	<p>year in the United States? What surprised the young Dumas about Americans' knowledge of geography? What joke did Dumas play on boys who pestered her to teach them bad words in her native language? According to Dumas, how did things change for Iranian immigrants to the United States after the Iranian Revolution?</p> <p><u>Close Read</u> - Ask students to imagine how this selection would be different if Firoozeh had only known America after the Iranian Revolution. Would she have been treated with kindness? What view would she have of America? In groups, students should revisit sections of the text that they marked in their first reading. <i>As groups perform their close read, circulate and offer support as needed. Note - Areas where the teacher may want to provide small group support or modeling:</i></p> <p>1). Suggest that groups close read paragraphs 1 and 2 and think about the author's tone. Encourage them to talk about the annotations they mark. Have students mark details in paragraphs 1 and 2 that show the author's opinion of Americans. Guide students to consider what these details might tell them. Ask what a reader can infer from the author's initial impressions of Americans. 2). Suggest that groups close read paragraphs 14–15. Have students mark details in paragraphs 14–15 that the author uses to describe the questions she is asked. Guide students to consider what these details might tell them. Ask what a reader can infer from these questions.</p> <p><u>Analyze the Text</u> - Within the small group, reread paragraphs 18–19 of "With a Little Help From My Friends." What change in the attitude of Americans toward Iran did Dumas see in a few short years? How did Dumas feel about the change, and were her feelings justified? Students should work with their group to share the passages from the text that they found especially important. Take turns presenting the passages. Discuss what they notice in the text, the questions they asked, and the conclusions they reached. What has this selection taught about American identity? Discuss with the group. What has this selection taught you about American identity? It is important to discuss with students that autobiographical writing may be biased. Taking note of the perspective in which a person's story is told is important. In "With a Little Help From My Friends," the author is talking about the political climate at the time of her childhood. In terms of accuracy, the reader must note that Dumas is remembering things and writing them down through a child's lens. However, this also shows that social</p>		
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		<p>and historical context memoirs can be similar to primary source documents of a time period. They lend personal and emotional layers to history that might otherwise be lost. Students should work independently. Using the chart (attached) identify details from the memoir that show each aspect of the social and historical context. Then, discuss within the small group how Dumas uses each detail to support an insight. Students should cite textual evidence to support their answers.</p> <p><u>Language</u> – Discuss with students that a variety of jokes that they know are actually examples of figurative language. Writers have been using figurative language to amuse their readers since well before Shakespeare, and Dumas is following in this tradition. In “With a Little Help From My Friends,” the author uses three types of figurative language to add humor to her story: metaphor, or comparing by describing one thing as another; simile, or using <i>like</i> or <i>as</i> to compare two unlike items; and hyperbole, or exaggerations and outrageous overstatements. Review examples of metaphor, simile, and hyperbole. Have students identify examples from the text.</p> <p><u>Quick Write</u> – Have student write a paragraph describing daily events in their school. They should use at least one metaphor, simile and hyperbole.</p>		
8	<p><b>Morning Talk</b></p> <p><b>Immigrant Picnic</b> (1 day)_</p>	<p><u>Building background for reading</u> - America has been called a “melting pot” because people from all over the world have come here to live. What does it mean to be an immigrant? Do you know any people or families who have immigrated? What challenges did they face? Engage students in a discussion about what it means to immigrate to help set the context for reading “Morning Talk” and “Immigrant Picnic.”</p> <p><u>First Read</u> - Students will complete a first reading of “Morning Talk” by Roberta Hill and Immigrant Picnic by Gregory Djanikian independently completing the following as they do so. NOTICE: Encourage students to focus on the basic elements of each poem to ensure that they understand the message the author is conveying. ANNOTATE: Remind students to mark lines or stanzas they would like to revisit in order to enhance comprehension or to increase their aesthetic appreciation. CONNECT: Encourage students to compare the thoughts and feelings expressed in the poems with what it means to immigrate. After reading have students discuss and clarify details from the text in small groups the following questions: According to the speaker, what have bird watchers agreed?</p>	<p>RL.9-10.5 RL.9-10.10 SL.9-10.1c SL.9-10.1d L.9-10.5a</p>	<p><i>Poetry – Morning Talk by Roberta Hill; Immigrant Picnic by Whiteman/Gre- gory Djanikian (Lexile</i></p>

		<p>According to the robin, where did the speaker's people come from? On what day does the picnic take place? What type of food is the speaker thinking of at the end of the poem?</p> <p><u>Close Read</u> - Ask students to consider the following prompt: Imagine you are an immigrant to a new country. How would you go about learning the language? How would you learn about the culture of your new home? As students discuss the prompt in their groups, have them consider what kinds of support someone would need to successfully immigrate to a new country. <i>As groups perform their close read, circulate and offer support as needed. Note - Areas where the teacher may want to provide small group support or modeling:</i> 1). Students may require support to identify the theme of a poem because it is typically implied rather than directly stated. Remind students that the theme is not the subject of the poem, but rather the message or insight about life that the poet conveys. To figure out the message of the poem "Morning Talk," direct students to examine stanzas 2 through 4, paying specific attention to the dialogue between the speaker and the bird. Ask them to think about how the details of this conversation relate to one another and contribute to the overall meaning. 2). Suggest that groups close read lines 18–22 of the poem "Immigrant Picnic." Have students mark details in these lines that show the speaker's reaction to his family's use of English phrases. Guide students to consider what these details might tell them. Ask what the reader can infer from the dialogue in the poem. 3). Call students' attention to lines 18–22 of the poem "Immigrant Picnic." Point out to students that the poet uses the simile to describe the crazed actions of the son and as a way of pointing out the language differences between the mother and son.</p> <p><u>Analyze the Text</u> – Within the small group, have students reread lines 45–50 of "Immigrant Picnic." What recognition is the poet making when he compares words to nuts? Explain. What have these poems taught about American identity? Discuss this question within the group. Explain to students that while there is no one correct way to write a poem, there is a correct way to read one. Explain the uses of lines and stanzas. As a class analyze the line and stanza breaks in both poems.</p>		
9	Small Group Performance Task	<p><u>Assignment</u> - You have read about immigrants' experiences as they strove to adjust to the United States. Work with your group to develop a podcast that</p>	<p>W.9-10.6 SL.9-10.4 SL.9-10.5</p>	

(1 days)	addresses this question: How do the realities of immigrants' experiences reflect or fail to reflect American ideals?	SL.9-10.6 L.9-10.6												
	Students should work with their small group to discuss the types of experiences that new immigrants to the United States have. Consider new immigrants' social interactions, their efforts to acquire a new language, and the economic challenges they face. First, discuss how you would define American ideals. Then, identify key immigrant experiences and whether they reflect American ideals, such as fairness and equality of opportunity.													
	<table><tr><th>Title</th><th>Key Experiences / American Ideals</th></tr><tr><td>The Rules of the Game</td><td></td></tr><tr><td>The Writing on the Wall</td><td></td></tr><tr><td>With a Little Help From My Friends</td><td></td></tr><tr><td>Morning Talk</td><td></td></tr><tr><td>Immigrant Picnic</td><td></td></tr></table>	Title	Key Experiences / American Ideals	The Rules of the Game		The Writing on the Wall		With a Little Help From My Friends		Morning Talk		Immigrant Picnic		
	Title	Key Experiences / American Ideals												
	The Rules of the Game													
	The Writing on the Wall													
	With a Little Help From My Friends													
Morning Talk														
Immigrant Picnic														
Students should be reminded to be thorough as they list the different experiences included in the reading selections and the way the experience reflect American ideals. Remind them that they might choose to include stories about the immigration experience from other sources. Students must provide evidence to support any conclusions they draw about the immigrant experience and how it reflects American ideals.														
10	<b>Independent Learning and Connections (1 day)</b>  In this part of the unit, students will complete their study of American identity by exploring an additional selection related to the topic. They will then share what they learned with classmates. To support students in choosing a text, the teacher may do the following: Have students look back and think about the selections	RL.9-10.10 RI.9-10.10  <i>When I was Puerto Rico</i> by <i>Esmeralda</i>												

		<p>they have already studied. Students should ask themselves what more do they want to know about the topic of American identity? Then have students preview the five selections by reading the descriptions. Think about which one seems most interesting and appealing? Selections from which to choose are listed in the right column.</p> <p><u>First Read</u> – Once students have selected the text to read, they should engage in a first reading of the text using the following steps. NOTICE: Students should focus on the basic elements of the text to ensure they understand. ANNOTATE: Students should mark any passages they wish to revisit during their close read. CONNECT: Mark passages that connect what they've read to other texts or personal experiences. Have students write a summary of their reading.</p> <p>Close Read – Have students revisit the annotations they made during their first read. Then, students should analyze one of the author's choices regarding the following elements:</p> <ul style="list-style-type: none"> <li>• a clearly described situation or problem</li> <li>• a well-structured, logical sequence of events</li> <li>• details that show time and place</li> <li>• effective story elements such as dialogue, description, and reflection</li> <li>• a reflective conclusion</li> </ul> <p>Have students revisit the summary they wrote for revision. Once students have completed their close read have them get into groups (jigsaw) according to the selection they have chosen. Then, have students meet to discuss the selection in depth. Students should use their annotations to guide the discussion.</p> <p>Have students gather into groups so that all selections are represented. Students will share the selection they read so that students have an additional source of evidence to use during the final performance assessment. As students prepare to share, remind them to highlight how their selection contributed to their knowledge of the concept of survival as well as how the selection connects to the question <i>What does it mean to be "American"?</i> Direct students to take note of how their classmates' chosen selections align with their current position on the essential question.</p>		<p><i>Santiago – Memoir (lexile 900) ; Finding a Voice: A Taiwanese Family Adapts to America by Diane Tsai – Essay (lexile 1180); A New Colossus by Emma Lazarus - Poem; Legal Alien by Pat Mora - Poem; Grace Abbott and the Fight for Immigrant Rights in America by BBC - Video</i></p>
11	Unit Performance-	<p><u>Narrative Writing</u> - Students have read about various characters, both real and fictional, who moved from other countries and had to work to build an American</p>	<p>W.9-10.3 W.9-10.9</p>	Annotated reading

<p><b>Based Assessment (1-2 days)</b></p>	<p>identity. It was easier for some than for others. Before beginning the assessment ask students to think about how immigrants and native-born Americans might have different perspectives about American identity. Explain the assignment to students which is to write a nonfiction narrative on the following topic: <i>How is an "American" identity created?</i> Remind students to use their own experience or the experience of someone they know to write a narrative answering this question. Students should consider geographical, social, legal, and emotional aspects of this question. Additional questions to consider include: What is the connection between a sense of one's personal identity and one's national identity? Do those aspects of identity ever come into conflict? As students write their narrative, they should draw comparisons to the real or imagined experiences described in the selections in this unit. Students should make sure that the ideas they want to express are fully developed by meaningful details, and that they establish a clear sequence of events. Review the rubric with students. Remind the students that the rubric is a resource that guides their writing and revision.</p> <p><u><i>Interpretive Reading</i></u> - After completing the final draft of your nonfiction narrative, plan and present a brief interpretive reading. Students should be reminded to not simply read the narrative aloud. Have students complete following steps to make the presentation engaging.</p> <ul style="list-style-type: none"> <li>• Go back to the narrative and annotate the ideas that provide reflection on experiences and events.</li> <li>• Refer to the annotations to guide your presentation.</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul> <p><u><i>Unit Reflection</i></u>: Look back at the Unit Goals chart you completed at the beginning of the unit. Revisit the ratings you made initially. Think about the readings and activities that contributed the most to your understanding. Then, rate how well you meet the goals now. Which activity/text taught you the most about what it means to be "American"? What did you learn?</p>	<p>SL.9-10.4 L.9-10.6</p>	<p>notes, writings, and assignments from the unit</p>
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Considerations	Comments
<p><b>Purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all students?</b></p>	<p><u>For struggling students:</u> Some may participate in discussions, but there will be ample opportunities for the teacher to check in personally with students who need more guidance. Struggling students will also have access to leveled text and audio version of the readings. Written assignments can be modified as shorter writing pieces or more time may be given to complete the task, while still meeting the standards and showing that learning has occurred. Because the unit includes planned time for small group instruction, students can be grouped homogenously and pulled to work directly with the teacher for more personalized instruction.</p> <p><u>For students who need a challenge:</u> The shorter writing pieces can also be modified for students who are advanced writers. A writer may choose, for instance, to expand their assignment from a paragraph to a longer essay. Their final task could go deeper or their projects could include more extensive writing and/or presentations. Because the unit includes planned time for small group instruction, students can be grouped homogenously and pull to work directly with the teacher for more personalized instruction.</p>
<p><b>Instructional Approaches: Use of a variety of teacher directed and student-centered instructional approaches?</b></p>	<p>Activities in this unit include discussions, which would be introduced by the teacher, then the students will be given the opportunity to lead and participate as structured by the teacher. Teachers are encouraged to plan collaborative engagement structures that promote full student participation and engagement in class and small group activities and discussion. These may include think or write – pair share, rally coach, rally robin, stand up-hand up – pair up, and quiz-quiz-trade</p>

## Unit Goals

Throughout this unit you will deepen your understanding of what it means to be "American" by reading, writing, speaking, listening, and presenting. These goals will help you succeed on the Unit Performance-Based Assessment.

Rate how well you meet these goals right now. You will revisit your rankings later when you reflect on your growth during this unit.

SCALE:					
	1 NOT AT ALL WELL	2 NOT VERY WELL	3 SOMEWHAT WELL	4 VERY WELL	5 EXTREMELY WELL
READING GOALS					
Evaluate written narratives by analyzing how authors sequence and describe experiences and events.					
Expand your knowledge and use of academic and concept vocabulary.					
WRITING AND RESEARCH GOALS					
Write a nonfiction narrative in which you develop characters and events using specific details and descriptions.					
Conduct research projects of various lengths to explore a topic and clarify meaning.					
LANGUAGE GOAL					
	Unit Intro				Unit Close

Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations.			
<b>LISTENING AND SPEAKING GOALS</b>	<b>Unit Intro</b>	<b>Unit Close</b>	
Collaborate with your team to build on the ideas of others, develop consensus, and communicate.			
Integrate audio, visuals, and text in presentations.			

Name:

Date:

## SELECTION TEST "A Quilt of a Country"

Anna Quindlen

### FIRST READ: Comprehension

Identify the choice that best answers the question.

- \_\_\_\_\_ 1. According to "A Quilt of a Country," how is the United States similar to a quilt?
  - a. It is beautiful and practical.
  - b. It is patched together from dissimilar parts.
  - c. It was created through hard work and determination.
  - d. It is intended for all people, no matter their sex, ethnicity, or religion.
- \_\_\_\_\_ 2. According to "A Quilt of a Country," what ideals are in "constant conflict" in the United States?
  - a. tolerance and hatred
  - b. patriotism and unity
  - c. equality and independence
  - d. community and individualism
- \_\_\_\_\_ 3. As explained in "A Quilt of a Country," how did the two world wars and the Cold War unite the people of the United States?
  - a. They provided a common enemy upon whom Americans could focus.
  - b. They required Americans from different backgrounds to fight together.
  - c. They forced Americans to work together to raise money for the war effort.
  - d. They caused Americans to look beyond their own neighborhoods as the conflicts ranged worldwide.
- \_\_\_\_\_ 4. What does the author of "A Quilt of a Country" believe is the most likely reason that many Americans accept new immigrants to this country?
  - a. Americans accept new immigrants because they bring needed skills to the American economy.
  - b. Americans accept new immigrants because they bring new customs and ways of life into American society.
  - c. Americans accept new immigrants because their children tend to raise the educational standards in American schools.
  - d. Americans accept new immigrants because they are a reminder of how Americans' immigrant ancestors adapted to American life.

Name:	Date:
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**FIRST READ: Concept Vocabulary**

*Identify the choice that best answers the question.*

- \_\_\_\_\_ 5. An antonym is a word that means nearly the opposite of another word. Which word is an antonym for *discordant*?
- a. conflicting
  - b. harmonious
  - c. disconnected
  - d. incompatible
- \_\_\_\_\_ 6. Which sentence gives the most accurate description of a *pluralistic* society?
- a. A pluralistic society contains a mix of religions, cultures, and traditions.
  - b. In a pluralistic society, each member has more than one way of doing things.
  - c. In a pluralistic society, people share their culture and traditions with others.
  - d. A pluralistic society is a group of people who work together to get to know each other.
- \_\_\_\_\_ 7. Which is the best example of *diversity* in a town?
- a. The town is run by a mayor and a city council.
  - b. The town has gas stations, markets, and office buildings.
  - c. The town has residents from Asia, Africa, and Latin America.
  - d. The town has elementary schools, middle schools, and high schools.

Name:

Date:

**CLOSE READ: Analyze the Text**

*Identify the choice that best answers the question.*

8. The following question has two parts. Answer Part A first, and then Part B.

\_\_\_\_\_ **Part A** In "A Quilt of a Country," what point is the author making when she discusses her father's old neighborhood in Philadelphia, "in which Jewish boys would walk several blocks out of their way to avoid the Irish divide of Chester Avenue"?

- a. Living in ethnically divided neighborhoods is the cause of hatred and prejudice.
- b. Conflicts and divisions between immigrant groups have appeared throughout history.
- c. The people who live in ethnically divided neighborhoods work hard and value education for their children.
- d. Immigrants who live in ethnically divided neighborhoods undermine the unity of the people of the United States.

\_\_\_\_\_ **Part B** Which quotation from "A Quilt of a Country" best supports the answer to Part A?

- a. Historians today bemoan the ascendancy of a kind of prideful apartheid in America, saying that clinging to ethnicity, in background and custom, has undermined the concept of unity.
- b. Do the Cambodians and the Mexicans in California coexist less easily today than did the Irish and Italians of Massachusetts a century ago? You know the answer.
- c. What is the point of a nation in which Arab cabbies chauffeur Jewish passengers through the streets of New York—and in which Jewish cabbies chauffeur Arab passengers, too, and yet speak in theory of hatred, one for the other?
- d. Leonel Castillo . . . once told the writer Studs Terkel proudly, "The old neighborhood Ma-Pa stores are still around. . . . Ma and Pa are now Korean, Vietnamese, Iraqi, Jordanian, Latin American. They live in the store. They work seven days a week. Their kids are doing well in school. They're making it."

Name:	Date:
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9. The following question has two parts. Answer Part A first, and then Part B.

\_\_\_\_\_ **Part A** What **main** message is the writer trying to communicate in "A Quilt of a Country"?

- a. The United States is very different from other countries.
- b. People in the United States value the idea that all people are created equal.
- c. It is amazing that a country made up of such diverse people can be united as one nation.
- d. A nation in which people are so deeply divided by ethnicity, background, and customs makes no sense.

\_\_\_\_\_ **Part B** Which quotation from "A Quilt of a Country" best supports the answer to Part A?

- a. America is an improbable idea, a mongrel nation built of ever-changing disparate parts, it is held together by a notion, the notion that all men are created equal, though everyone knows that most men consider themselves better than someone.
- b. "Of all the nations in the world, the United States was built in nobody's image," the historian Daniel Boorstin wrote.
- c. What is the point of a nation in which one part seems to be always on the verge of fisticuffs with another . . . ?
- d. These [people who died in the World Trade Center destruction] are the representatives of a mongrel nation that somehow, at times like this, has one spirit. Like many improbable ideas, when it actually works, it's a wonder.

Name:	Date:
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\_\_\_\_\_ 10. Read the following quotation from "A Quilt of a Country."

And there is a grudging fairness among the citizens of the United States that eventually leads most to admit that . . . the new immigrants are not so different from our own parents or grandparents. Leonel Castillo . . . once told the writer Studs Terkel proudly, "The old neighborhood Ma-Pa stores are still around. . . . Ma and Pa are now Korean, Vietnamese, Iraqi, Jordanian, Latin American. They live in the store. They work seven days a week. Their kids are doing well in school. They're making it."

How does Quindlen "patch" together, or link, the citizens and the new immigrant populations of America in the quotation?

- a. by claiming that new immigrants should be treated fairly because fairness is an American value
- b. by claiming that immigrants of today do not work as hard or do as well as immigrants in the past
- c. by claiming that both groups believe that new immigrants should work harder than other citizens
- d. by claiming that most Americans can see how the new immigrants are very similar to their own immigrant ancestors

\_\_\_\_\_ 11. Which of the following is the effect that Quindlen creates by repeating the word *enormous* in this sentence from "A Quilt of a Country"?

Perhaps they understand it at this moment, when enormous tragedy, as it so often does, demands a time of reflection on enormous blessings.

- a. The effect is to make a sarcastic contrast between a tragic reality and the blessings it destroyed.
- b. The effect is to prove that two opposing ideas, tragedy and blessings, are really the same.
- c. The effect is to help the reader shift from one idea, tragedy, to its opposite, blessings.
- d. The effect is to explain how bad situations always lead to good outcomes.

Name:	Date:
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**CLOSE READ: Analyze Craft and Structure**

*Identify the choice that best answers the question.*

\_\_\_\_\_ 12. Which of the following is the author's **main** purpose in "A Quilt of a Country"?

- a. to persuade Americans to be more tolerant of their differences
- b. to reflect on how America is united despite its many ethnic groups
- c. to explain the reasons behind the terrorist attacks of September 11, 2001
- d. to entertain readers with a description of the many cultures that make up America

\_\_\_\_\_ 13. Read the following quotation from "A Quilt of a Country."

I was the product of a mixed marriage, across barely bridgeable lines: an Italian girl, an Irish boy.  
How quaint it seems *now*, how incendiary then.

In what way does this quotation **most clearly** help the author meet her purpose in writing?

- a. It shows that her own experiences make her an authority on her topic.
- b. It uses her own experience to illustrate a key point about American identity.
- c. It shows that her own experience is unique and contrasts with typical experiences.
- d. It offers her own experience as an example of the dangers she is warning us about.

Name:	Date:
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14. The following question has two parts. Answer Part A first, and then Part B.

**Part A** Read the following sentence from "A Quilt of a Country."

That's because [the United States] was built of bits and pieces that seem discordant, like the crazy quilts that have been one of its great folk-art forms, velvet and calico and checks and brocades.

In this sentence, what difficulty or contradiction in American identity does the analogy of the quilt most clearly help Quindlen capture?

- a. Because the pieces of a quilt are tightly sewn together, the analogy captures the unity and pride of Americans.
- b. Because a quilt provides comfort, the analogy captures the way immigrants have been able to make the United States into a home.
- c. Because the pieces that are united in a quilt can be dramatically different, the analogy captures both the diversity and unity of the United States.
- d. Because a quilt is a traditional art form that may use modern materials, the analogy captures the relationship of tradition and innovation in the United States.

**Part B** Which other excerpt from "A Quilt of a Country" most clearly supports the answer to Part A?

- a. Historians today bemoan the ascendancy of a kind of prideful apartheid in America, saying that the clinging to ethnicity, in background and custom, has undermined the concept of unity.
- b. Other countries with such divisions have in fact divided into new nations with new names, but not this one, impossibly interwoven even in its hostilities.
- c. Today the citizens of the United States have come together once more because of armed conflict and enemy attack. Terrorism has led to devastation—and unity.
- d. There is that Calvinist undercurrent in the American psyche that loves the difficult, the demanding, that sees mastering the impossible . . . as a test of character. . . .

Name:	Date:
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15. The following question has two parts. Answer Part A first, and then Part B.

\_\_\_\_\_ **Part A** In "A Quilt of a Country," what is the most likely purpose for Quindlen's offering the analogy of a quilt when America was suffering from the attacks on September 11?

- a. She celebrates the diversity of a quilt as a way of warning people not to reject the unknown just because they had been hurt.
- b. She celebrates the unity of a quilt as a way of persuading people to welcome immigrants more warmly to the country.
- c. She celebrates the age of a quilt as a way of encouraging people to return to basic American values and traditions.
- d. She celebrates the diversity of a quilt as a way of lifting people above sorrow by reinforcing their pride in their country.

\_\_\_\_\_ **Part B** Which quotation from "A Quilt of a Country" best supports the answer to Part A?

- a. That's because it was built of bits and pieces that seem discordant, like the crazy quilts that have been one of its great folk-art forms, velvet and calico and checks and brocades.
- b. Today the citizens of the United States have come together once more because of armed conflict and enemy attack. Terrorism has led to devastation—and unity.
- c. One of the things that [the United States] stands for is this vexing notion that a great nation can consist entirely of refugees from other nations. . . .
- d. But patriotism is partly taking pride in this unlikely ability to throw all of us together in a country that across its length and breadth is as different as a dozen countries, and still be able to call it by one name.

**LANGUAGE DEVELOPMENT: Word Study**

*Identify the choice that best answers the question.*

\_\_\_\_\_ 16. How does the Latin prefix *dis-* affect the meaning of the word to which it is added?

- a. It changes the word to mean its opposite.
- b. It changes the word's part of speech.
- c. It indicates a state of being unusual.
- d. It indicates a state of being new.

Name:	Date:
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- \_\_\_\_\_ 17. The word *discredit* is formed from the verb *credit*, meaning "to have confidence in" or "to honor or esteem someone or something," and from the Latin prefix *dis-*. From this information and your knowledge of the prefix *dis-*, choose the **most likely** meaning of the verb *discredit*.
- a. to tear up a credit card
  - b. to praise or honor a person
  - c. to refuse to give someone money
  - d. to damage the reputation of someone

**LANGUAGE DEVELOPMENT: Author's Style**

*Identify the choice that best answers the question.*

- \_\_\_\_\_ 18. Read the following sentence from "A Quilt of a Country."

There is that Calvinist undercurrent in the American psyche that loves the difficult, the demanding, that sees mastering the impossible, whether it be prairie or subway, as a test of character, and so glories in the struggle of this fractured coalescing.

Which of the following nouns or noun phrases from the sentence are **most precise**?  
Choose **two** options.

- a. psyche
- b. the difficult
- c. the impossible
- d. prairie
- e. subway
- f. character

- \_\_\_\_\_ 19. Read the following quotation from "A Quilt of a Country":

I was the product of a mixed marriage, across barely bridgeable lines: an Italian girl, an Irish boy. How quaint it seems now, how incendiary then.

Which of the following **most accurately** identifies two vivid words in the excerpt and explains their effect?

- a. *Product*, meaning "result," implies something impersonal and contrasts strongly with *barely bridgeable*, meaning "difficult to connect."
- b. *Italian* and *Irish* are vivid adjectives that help readers clearly picture the writer's parents.
- c. *Quaint*, meaning "old-fashioned," implies something harmless and contrasts strongly with *incendiary*, meaning "causing flame."
- d. *Marriage* and *lines* are precise nouns that help readers understand the daring of the writer's parents.

Name:	Date:
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\_\_\_\_ 20. Read the following excerpt from "A Quilt of a Country."

When photographs of the faces of all those who died in the World Trade Center destruction are assembled in one place, it will be possible to trace in the skin color, the shape of the eyes and the noses, the texture of the hair, a map of the world. These are the representatives of a mongrel nation that somehow, at times like this, has one spirit.

What idea or feeling does Quindlen convey **most clearly** by using the precise noun *mongrel*?

- a. The word *mongrel* is a negative word usually applied to mixed-breed dogs. By using this word, Quindlen is making fun of the diversity of American cultures.
- b. The word *mongrel* implies a humorous pride in the quirky, unexpected characteristics of a mixed-breed dog. Quindlen uses this word to show appreciation for American diversity.
- c. The word *mongrel* implies that a mixed-breed dog is less valuable than a purebred one. Quindlen uses this word to imply that America would be a better nation if its citizens came from a single ethnic group.
- d. The word *mongrel* refers to the mixture of people and cultures in America. Quindlen uses this word to imply that all Americans should adopt a single American culture.

Name:

Date:

## SELECTION TEST “American History”

Judith Ortiz Cofer

### FIRST READ: Comprehension

Identify the choice that best answers the question.

- \_\_\_\_\_ 1. In “American History,” why do the little house and its residents have such a fascination for Elena even before Eugene moves to the neighborhood?
  - a. She believes that one day her family will move into a house just like it.
  - b. She feels that she has become part of the life she witnesses unfolding in the house.
  - c. She is a curious person who likes knowing about all the various people on her block.
  - d. She worries about the elderly people who live there and wants to help them.
- \_\_\_\_\_ 2. In “American History,” why is Elena so happy on the day of President Kennedy’s death?
  - a. She receives an A on an exam.
  - b. Her family buys a house in Clifton.
  - c. Eugene tells her that he likes her a lot.
  - d. She is going to study at Eugene’s house.
- \_\_\_\_\_ 3. In “American History,” what happens when Elena goes to Eugene’s house?
  - a. Eugene’s mother turns her away, telling her that she will not be allowed to study with Eugene.
  - b. Eugene welcomes her warmly, but his mother is less welcoming.
  - c. Eugene is so upset about President Kennedy’s death that he cannot come to the door.
  - d. Eugene’s mother is shocked that Elena would visit on the day of President Kennedy’s death.
- \_\_\_\_\_ 4. In “American History,” Elena’s mother and Eugene’s mother have a similar concern about their children. From the details in the story, choose the statement that best describes the viewpoint they share.
  - a. Both mothers worry about their children’s continual failing grades in their classes.
  - b. Both mothers wish their children to avoid mixing with members of another ethnic group.
  - c. Both mothers want their children to study hard, graduate on time, and go to college.
  - d. Both mothers are eager to protect their children from the influence of troublemakers.

Name:	Date:
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- \_\_\_\_\_ 5. The 1960s, when "American History" is set, was a time of great social change and reform. Which of the following issues of the time is **most** relevant to Elena's experiences in the story?
- a. discrimination against African Americans
  - b. American involvement in wars overseas
  - c. strong ethnic divisions in urban areas
  - d. the struggle for equal rights for women

**FIRST READ: Concept Vocabulary**

*Identify the choice that best answers the question.*

- \_\_\_\_\_ 6. Which of the following events would a person **most likely** have *anticipated* when young?
- a. a sudden assassination of the President
  - b. a comfortable retirement in a warm climate
  - c. a surprising rejection by a stranger
  - d. a birthday party held by a good friend
- \_\_\_\_\_ 7. If a person can be said to be *enthralled* by a story, which of the following **must** be true? Base your answer on the meaning of *enthralled*.
- a. The person is quite repelled by the story.
  - b. The person is mildly suspicious of the story.
  - c. The person is mildly interested in the story.
  - d. The person is quite fascinated by the story.
- \_\_\_\_\_ 8. How might a daughter best show that she is *devoted* to her mother? Base your answer on the meaning of *devoted*.
- a. by avoiding social events
  - b. by leaving home as an adult
  - c. by being attentive to her needs
  - d. by avoiding loud music or laughter

Name:	Date:
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**CLOSE READ: Analyze the Text**

*Identify the choice that best answers the question.*

9. The following question has two parts. Answer Part A first, and then Part B.

\_\_\_\_\_ **Part A** Which is the most accurate description of Elena's status at school in "American History"?

- a. She is very popular.
- b. She is the teacher's pet.
- c. She is something of an outsider.
- d. She is one of the school's top students.

\_\_\_\_\_ **Part B** Which sentence from "American History" best supports the answer to Part A?

- a. I was miserable, since I had forgotten my gloves, and my knuckles were turning red and raw from the jump rope.
- b. They entered the double ropes in pairs and exited without tripping or missing a beat.
- c. "Skinny Bones" and the "Hick" was what they called [Eugene and me] at school when we were seen together.
- d. That summer, before we had even spoken one word to each other, I kept [Eugene] company on my fire escape.

Name:	Date:
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10. The following question has two parts. Answer Part A first, and then Part B.

\_\_\_\_\_ **Part A** What can you infer about Elena's parents from the details she provides in "American History"?

- a. They have inherited money from their parents and are quite wealthy.
- b. They have found it impossible to adjust to life in the United States.
- c. They spend very little time looking after Elena or taking care of her.
- d. They work hard and make sacrifices in the hope of a better future.

\_\_\_\_\_ **Part B** Which sentence from "American History" best supports the answer to Part A?

- a. Since I had turned fourteen my mother had been more vigilant than ever. She acted as if I was going to go crazy or explode or something if she didn't watch me and nag me all the time. . . .
- b. My mother was unhappy in Paterson, but my father had a good job at the bluejeans factory in Passaic and soon, he kept assuring us, we would be moving to our own house there.
- c. I had learned to listen to my parents' dreams, which were spoken in Spanish, as fairy tales, like the stories about life in the island paradise of Puerto Rico before I was born.
- d. I would hear them talking softly in the kitchen for hours that night. . . . [T]hey would talk sadly about the young widow and her two children, as if they were family.

Name:	Date:
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11. The following question has two parts. Answer Part A first, and then Part B.

\_\_\_\_\_ **Part A** In "American History," when Elena finally speaks to Eugene, how is he different from what she expected?

- a. She expects snobbery, but he turns out to be shy and open to friendship.
- b. She expects rejection, but he welcomes her admiration in a vain way.
- c. She expects friendliness, but he turns out to be needy and clinging.
- d. She expects shyness, but he turns out to be talkative and outgoing.

\_\_\_\_\_ **Part B** Which quotation from "American History" best supports the answer to Part A?

- a. But when I came up to him . . . and blurted out: "You're Eugene. Right?" he smiled, pushed his glasses up on his nose, and nodded. I saw then that he was blushing deeply.
- b. His mother was very unhappy, Eugene said, in his beautiful voice that rose and fell over words in a strange, lilting way.
- c. I knew I was his only friend so far, and I liked that, though I felt sad for him sometimes.
- d. Today was the day I was to visit Eugene in his house. He had asked me to come over after school to study for an American history test with him.

\_\_\_\_\_ 12. Toward the end of "American History," Eugene's mother tells Elena, "I am truly sorry if he told you you could come over. He cannot study with you. It's nothing personal. You understand?" What is it that Eugene's mother **most likely** wants Elena to "understand"?

- a. Eugene's family will be moving soon, so studying together is unnecessary.
- b. Eugene's mother does not want Eugene to socialize with someone of Elena's background.
- c. Eugene's feelings will be hurt if it turns out that Elena is smarter than Eugene.
- d. Eugene's mother does not want Eugene exposed to the bad influences in El Building.

Name:	Date:
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**CLOSE READ: Analyze Craft and Structure**

*Identify the choice that best answers the question.*

\_\_\_\_\_ 13. Which of the following sentences from "American History" best communicates one of Elena's internal conflicts?

- a. I was also taking a lot of abuse from the black girls for not turning the rope hard and fast enough for them.
- b. I liked him right away because he sat at the kitchen table and read books for hours.
- c. . . . I decided to approach him directly, though my stomach was doing somersaults.
- d. I would soon sit there, across from Eugene, and I would tell him about my perch just above his house.

14. The following question has two parts. Answer Part A first, and then Part B.

\_\_\_\_\_ **Part A** Which statement best describes the external conflict between Elena and her mother in "American History"?

- a. Elena wants to return to Puerto Rico; her mother wants the family to stay in New Jersey.
- b. Elena wants to play games and jump rope; her mother wants her to help with the housework.
- c. Elena wants to act according to her emotions; her mother wants her to be prudent and careful.
- d. Elena wants to study and become a teacher; her mother wants her to marry and raise a family.

\_\_\_\_\_ **Part B** Which excerpt from "American History" best supports the answer to Part A?

- a. "You are going out *today*?" The way she said "today" sounded as if a storm warning had been issued.
- b. "You are forgetting who you are, *Niña*. I have seen you staring down at that boy's house. You are heading for humiliation and pain."
- c. I started for the door. She sat in front of the TV holding a white handkerchief to her face.
- d. Our apartment was empty when I got home. My mother was in someone else's kitchen, seeking the solace she needed.

Name:	Date:
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\_\_\_\_\_ 15. At the end of "American History," Elena says the following:

That night, I lay in my bed trying to feel the right thing for our dead President. But the tears that came up from a deep source inside me were strictly for me.

Which sentence best describes the internal conflict Elena feels at that moment?

- a. She feels annoyed that her parents are sympathetic to the President's widow but care nothing for her own unhappiness.
- b. She feels angry that her plans to spend the afternoon with Eugene have been ruined by the President's assassination.
- c. She wants to feel appropriate sorrow over the President's assassination but is consumed by her own unhappiness.
- d. She feels disappointed that school was let out early on a day when she would have received an award.

**LANGUAGE DEVELOPMENT: Word Study**

Identify the choice that best answers the question.

\_\_\_\_\_ 16. *Cognates* are words in different languages that are similar in origin and meaning. For example, *telephone* in English is *teléfono* in Spanish. Given your knowledge of the English word *evacuate*, choose the **most likely** definition of the Spanish cognate *evacuar*.

- a. to live in one town while working in another
- b. to leave home in response to a threat
- c. to travel across a large body of water
- d. to rent for a fixed amount of time

\_\_\_\_\_ 17. English and Spanish contain many *cognates*—words that are similar in origin and meaning. For example, *palace* in English is *palacio* in Spanish. Given your knowledge of the English word *clarity*, choose the **most likely** definition of the Spanish cognate *claridad*.

- a. darkness
- b. clearness
- c. happiness
- d. cleverness

Name:

Date:

**LANGUAGE DEVELOPMENT: Conventions**

*Identify the choice that best answers the question.*

- \_\_\_\_\_ 18. Which of the following best describes the underlined prepositional phrase in the sentence below?

During the Cold War, President John F. Kennedy gave a famous speech about freedom and democracy in West Berlin, near the wall that divided the city.

- a. It is an adjective phrase describing what kind of speech the President gave.
- b. It is an adjective phrase explaining which U.S. president gave the speech.
- c. It is an adverb phrase identifying the era when the speech was given.
- d. It is an adverb phrase identifying where the speech was given.

- \_\_\_\_\_ 19. Which of the following best describes the underlined prepositional phrase in this sentence?

The Caribbean island of Puerto Rico became a commonwealth of the United States in 1952.

- a. It is an adverb phrase identifying when the island became a commonwealth.
- b. It is an adjective phrase identifying which island became a commonwealth.
- c. It is an adjective phrase describing what kind of island Puerto Rico is.
- d. It is an adverb phrase identifying where the island of Puerto Rico is.

- \_\_\_\_\_ 20. Read the following sentence.

Shawon ran to the bus stop, waving excitedly at his friend Luís, clutching the precious scholarship offer he'd just received in the mail tightly in his fist.

Which prepositional phrase in the sentence is an adverb phrase identifying where Shawon was running?

- a. to the bus stop
- b. at his friend Luís
- c. in the mail
- d. in his fist

## “QUICK WRITE” RUBRIC

(for journal entries, schema activators, learner log entries, or 5-10 minute writing tasks)

TRAITS OF WRITING	FOCUS	ORGANIZATION	SUPPORT AND ELABORATION
<b>4</b>	<ul style="list-style-type: none"> <li>My writing is <b>tightly focused</b> on responding to the prompt</li> <li>I demonstrate <b>deep understanding</b> of key ideas</li> </ul>	<ul style="list-style-type: none"> <li>My ideas are introduced in a <b>mostly logical and effective</b> order</li> <li>My ideas can be <b>easily understood</b> by the reader</li> </ul>	<ul style="list-style-type: none"> <li>My writing is <b>grounded in the text and/or facts</b> and includes <b>perceptive and insightful</b> opinions and interpretations</li> <li>My writing includes <b>superior</b> explanation of ideas</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>My writing is <b>largely focused</b> on responding to the prompt (may stray in areas, but gets quickly back on topic)</li> <li>I demonstrate <b>understanding</b> of key ideas</li> </ul>	<ul style="list-style-type: none"> <li>My ideas are introduced in a <b>generally logical and effective</b> order</li> <li>My ideas can be <b>understood</b> by readers</li> </ul>	<ul style="list-style-type: none"> <li>My writing offers <b>logical</b> opinions and interpretations</li> <li>My writing includes <b>sufficient</b> explanation of ideas</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>My writing is <b>somewhat focused</b> on responding to the prompt (may have difficulty getting back on topic or may stray often)</li> <li>I demonstrate <b>gaps</b> in understanding of key ideas</li> </ul>	<ul style="list-style-type: none"> <li>My ideas are introduced in a <b>seldom logical</b> order</li> <li>My ideas can be <b>sometimes understood</b> by reader</li> </ul>	<ul style="list-style-type: none"> <li>My writing offers <b>some</b> logical opinions and interpretations</li> <li>My writing presents <b>somewhat limited</b> explanation of ideas</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>I make <b>no attempt to focus</b> on the prompt or I <b>substitute a different task</b></li> <li>I demonstrate <b>little or no</b> understanding of key ideas</li> </ul>	<ul style="list-style-type: none"> <li>My ideas are <b>randomly presented or merely listed</b></li> </ul>	<ul style="list-style-type: none"> <li>I present <b>illogical</b> opinions and interpretations</li> <li>I make <b>little or no attempt</b> at explanation of ideas</li> </ul>

Quick Write Zone	
1	2
3	4

**Quick Writes** can be used before, during, or after a lesson or a reading. Its purpose is to allow students an opportunity to briefly reflect (just a few minutes) on their learning in writing. When used before reading, it helps to activate prior knowledge. It provides students an opportunity to reflect, make connections, and summarize new information during and after reading. Another benefit is that it allows the teacher to quickly assess prior knowledge and student understanding. Overall, quick writes are a relatively simple and adaptable strategy that can be used in any content area.

**Great Idea:** A way to incorporate technology with quick writes is for students to maintain a blog. This allows you and your students to have a more permanent record of reflections throughout the school year. This can be an excellent way for your students to look back and reflect upon their learning.

Ways I can use a quick-write:

- Use at the beginning of a class as a pre-reading strategy to informally assess and activate students' background knowledge on a topic, concept, or text.
- Stop in the middle of a class discussion or reading and ask learners to write about what has been said, what they read so far, and what key points they made individually or as a group (if they were working in small groups).
- Give at the end of the class and ask students to prepare at home and use as an opening activity for next class.
- After reading, working in a small group, or after researching a topic, ask students to do a quick-write to summarize, analyze, synthesize, evaluate or explain a concept/idea/problem.
- Read a poem or speech and ask students to do a quick-write about the entire poem/speech or some key aspect you would like them to reflect upon and write about.
- Use quick writes to encourage student-student or teacher-student discussion.
- Use quick writes as an exit slip.
- Split the class into groups: give 3 groups a minute to quick-write about the beginning of the book/story/text/topic, 3 groups to write about something that happened in the middle of the story, book, or event, and 3 more groups can write about the end. Collect all quick-writes and build the story/event/discussion/topic from students' writing and ask them to evaluate as a class how well they captured the story, book, text, discussion, or event.

Mulligan, 2014 – 2015

## Group Evaluation - Podcast

Use this checklist to evaluate the effectiveness of your podcast.

CONTENT	YES / SOMEWHAT / NO
The podcast has a clear introduction, explaining the focus of the story.	
The podcast presents a clear story and point of view.	
Main ideas are supported with evidence from the texts.	
USE OF MEDIA	YES / SOMEWHAT / NO
The media supports the main points.	
The media communicates key ideas.	
Media are used evenly throughout the podcast.	
PRESENTATION TECHNIQUES	YES / SOMEWHAT / NO
Media are audible.	
Transitions between speakers' segments and other audio clips are smooth.	
Each speaker speaks clearly.	

**Multimedia Project : Digital Presentation Rubric**

CATEGORY	4	3	2	1
<b>Organization</b>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow, but the overall organization of topics is basic.	Content is logically organized for the most part, but audience could have some difficulty following presentation.	There is no sequence of information, just a series of facts.
<b>Content Knowledge</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good, but student doesn't elaborate.	Includes some essential information about the topic and/or there are a few factual errors.	Content is minimal and/or there are several factual errors.
<b>Visual Attractiveness</b>	Student used visuals to reinforce presentation and makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Visuals related to text and presentation. Student makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Student occasionally used visuals that rarely supported text and presentation. Student makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Student used little to no visuals and/or use of font, color, graphics, effects etc. distract from the presentation content.
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

**Informative/Explanatory Writing Rubric  
Grades 9-10**

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>skillfully introduces the topic (11-12W2a)</li> <li>organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole (11-12W2a)</li> <li>uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (11-12W2b)</li> <li>skillfully provides a concluding statement or section that follows from and supports the information or explanation presented (11-12W2f)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)</li> </ul>	<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>introduces the topic (9-10W2a)</li> <li>organizes complex ideas, concepts, and information to make important connections and distinctions (9-10W2a)</li> <li>uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (9-10W2c)</li> <li>provides a concluding statement or section that follows from and supports the information or explanation presented (9-10W2f)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)</li> </ul>	<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>attempts to introduce the topic</li> <li>attempts to organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>attempts to use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</li> <li>attempts to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic</li> <li>makes little or no attempt to organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>makes little or no attempt to use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</li> <li>makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p align="center"><b>Organization/Purpose</b> 2 x _____</p>
<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>develops the topic thoroughly by selecting the most significant and relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (11-12W2b)</li> <li>skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (11-12W2a)</li> <li>skillfully uses relevant information from multiple authoritative print and digital sources (11-12W8)</li> <li>integrates information into the text to maintain the flow of ideas, avoiding plagiarism and the overreliance on any one source (11-12W8)</li> <li>follows standard format for citation, when appropriate (11-12W8)</li> </ul>	<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (9-10W2b)</li> <li>includes formatting, graphics, and multimedia when useful to aiding comprehension (9-10W2a)</li> <li>uses relevant information from multiple authoritative print and digital sources (9-10W8)</li> <li>integrates information into the text selectively to maintain the flow of ideas and avoid plagiarism (9-10W8)</li> <li>follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>attempts to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</li> <li>attempts to include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>attempts to use relevant information from multiple authoritative print and digital sources</li> <li>attempts to integrate information into the text to maintain the flow of ideas, avoiding plagiarism</li> <li>attempts to follow standard format for citation with few errors, when appropriate</li> </ul>	<p><b>The writing –</b></p> <ul style="list-style-type: none"> <li>makes little or no attempt to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</li> <li>makes little or no attempt to include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>makes little or no attempt to use relevant information from multiple authoritative print and digital sources</li> <li>makes little or no attempt to integrate information into the text to maintain the flow of ideas, avoiding plagiarism</li> <li>makes little or no attempt to follow standard format for citation with few errors, when appropriate</li> </ul>	<p align="center"><b>Evidence/Elaboration</b> 2 x _____</p>

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>skillfully establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (11-12W2e)</li> <li>skillfully demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)*</li> <li>has errors that do not interfere with understanding (11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10W2e)</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/Conventions</p> <p>1 _____</p>

Non-scorable responses: Insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose  
 \*Conventions Chart p. 3

### CONVENTIONS CHART GRADES 9-10

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Semicolons:</p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) (9-10L2a)</li> </ul> <p>Colons:</p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation (9-10L2b)</li> </ul>	<p>Parallel Construction (9-10L1a):</p> <ul style="list-style-type: none"> <li>With single words (e.g., verbs particularly in informational and technical writing (parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>With clauses (parallel: <i>The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises.</i>)</li> <li>With phrases (e.g., infinitive) parallel: <i>Jamilah likes to hike, swim, and rides a bicycle, not parallel: Jamilah likes to hike, to swim, and rides a bicycle.</i></li> </ul> <p>Phrases and Clauses (9-10L1b):</p> <ul style="list-style-type: none"> <li>uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent)</li> <li>Uses noun, relative, and adverbial to convey specific meanings and add variety and interest to writing or presentations</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grades. (L1)</li> </ul>

\* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

**NARRATIVE WRITING RUBRIC  
GRADES 9-10**

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>engages and orients the reader by setting out a situation or observation and its significance (11-12W3a)</li> <li>skillfully establishes one or multiple point(s) of view (11-12W3a)</li> <li>skillfully introduces a narrator and/or characters (11-12W3a)</li> <li>uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (11-12W3c)</li> <li>skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (11-12W3e)</li> <li>skillfully integrates information into the text selectively to maintain the flow of ideas (11-12W8)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>engages and orients the reader by setting out a problem, situation or observation (9-10W3a)</li> <li>establishes one or multiple point(s) of view (9-10W3a)</li> <li>introduces a narrator and/or characters (9-10W3a)</li> <li>creates a smooth progression of experiences or events (9-10W3a)</li> <li>uses a variety of techniques to sequence events so that they build on one another to create a coherent whole (9-10W3c)</li> <li>integrates information into the text selectively to maintain the flow of ideas (9-10W8)</li> <li>provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (9-10W3e)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to engage and orient the reader by setting out a problem, situation or observation</li> <li>attempts to establish one or multiple point(s) of view</li> <li>attempts to introduce a narrator and/or characters</li> <li>attempts to create a smooth progressions of experiences or events</li> <li>attempts to use a variety of techniques to sequence events so that they build on one another to create a coherent whole</li> <li>attempts to integrate information into the text selectively to maintain the flow of ideas</li> <li>attempts to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to engage and orient the reader by setting out a problem, situation or observation</li> <li>makes little or no attempt to establish one or multiple point(s) of view</li> <li>makes little or no attempt to introduce a narrator and/or characters</li> <li>makes little or no attempt to create a smooth progressions of experiences or events</li> <li>makes little or no attempt to use a variety of techniques to sequence events so that they build on one another to create a coherent whole</li> <li>makes little or no attempt to integrate information into the text selectively to maintain the flow of ideas (9-10W8)</li> <li>makes little or no attempt to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<p>Organization/Purpose 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (11-12W3b)</li> <li>skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters (11-12W3d)</li> <li>skillfully uses relevant information from multiple authoritative print and digital sources, when appropriate (11-12W8)</li> <li>skillfully quotes or paraphrases while avoiding plagiarism (11-12W8)</li> <li>skillfully follows a standard format for citation, when appropriate (11-12W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (9-10W3b)</li> <li>uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters (9-10W3d)</li> <li>uses relevant information from multiple authoritative print and digital sources, when appropriate (9-10W8)</li> <li>quotes or paraphrases while avoiding plagiarism (9-10W8)</li> <li>follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters</li> <li>attempts to use precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>attempts to use relevant information from multiple authoritative print and digital sources, when appropriate</li> <li>attempts to quote or paraphrase while avoiding plagiarism</li> <li>attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters</li> <li>makes little or no attempt to use precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>makes little or no attempt to use relevant information from multiple authoritative print and digital sources, when appropriate</li> <li>makes little or no attempt to quote or paraphrase while avoiding plagiarism</li> <li>makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<p>Evidence/Elaboration 2 x _____ = _____</p>

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a skillful command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)*</li> <li>has errors that do not interfere with understanding (11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>conforms to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate (9-10L3a)</li> <li>a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)</li> <li>has errors that do not interfere with understanding (9-10L1-2)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to conform to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate</li> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to conform to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate</li> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/Conventions 1 = _____</p>

Non-scorable responses: Insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose  
 \*Conventions Chart p. 3

### CONVENTIONS CHART GRADES 9-10

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly. (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades. (L2a)</li> </ul>	<p>Semicolons:</p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) (9-10L2a)</li> </ul> <p>Colons:</p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation. (9-10L2b)</li> </ul>	<p>Parallel Construction (9-10L1a):</p> <ul style="list-style-type: none"> <li>With single words (e.g., verbs particularly in informational and technical writing (parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>With clauses (parallel: <i>The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises.</i>)</li> <li>With phrases (e.g., infinitive) parallel: <i>Jamilah likes to hike, swim, and rides a bicycle, not parallel: <i>Jamilah likes to hike, to swim, and rides a bicycle.</i></i></li> </ul> <p>Phrases and Clauses (9-10L1b):</p> <ul style="list-style-type: none"> <li>uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent,</li> <li>Uses noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grades. (L1)</li> </ul>

\* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## Interpretive Writing Rubric

	Content	Organization	Presentation Technique
3	<p>The introduction engages and orients listeners by setting out a clear problem, situation, or observation.</p> <p>Presentation includes a variety of story elements and narrative techniques.</p> <p>Conclusion follows from and reflects on what is in the rest of the presentation.</p>	<p>The speaker uses time very effectively by spending the right amount of time on each part.</p> <p>The narrative includes a smooth sequence of events or ideas. Listeners can follow presentation.</p>	<p>The speaker makes occasional eye contact and speaks clearly with adequate volume.</p> <p>The speaker varies tone and emphasis to create an engaging presentation.</p>
2	<p>The introduction sets out a problem, situation, or observation.</p> <p>Presentation includes some story elements and narrative techniques.</p> <p>Conclusion follows from what is in the rest of the presentation.</p>	<p>The speaker uses time effectively by spending the right amount of time on each part.</p> <p>The narrative includes a sequence of events or ideas. Listeners mostly follow presentation.</p>	<p>The speaker makes minimal eye contact speaks clearly with adequate volume.</p> <p>The speaker sometimes varies tone and emphasis to create an engaging presentation.</p>
1	<p>The introduction does not set out a problem, situation, or observation.</p> <p>Presentation does not include story elements and narrative techniques.</p> <p>Conclusion does not follow from what is in the rest of the presentation.</p>	<p>The speaker does not use time effectively by spending the right amount of time on each part.</p> <p>The narrative does not include a sequence of events or ideas. Listeners cannot follow presentation.</p>	<p>The speaker does not maintain effective eye contact or speak clearly with adequate volume.</p> <p>The speaker does not vary tone and emphasis to create an engaging presentation.</p>

With A Little Help From My Friends

Analyze Text Craft and Structure: Work independently. Use the chart to identify details from the memoir that show each aspect of the social and historical context. Then, explain how Dumas uses each detail to support an insight.

Aspect of the Context	Textual Detail(s)	Dumas's Insight
Politics		
Traditions		
Food		
Values or Beliefs		

## **MEMORANDUM OF UNDERSTANDING THE SOCIAL STUDIES COALITION OF DELAWARE**

### **PURPOSE OF THIS MEMO**

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This Coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Professional Development Center for Educators, Democracy Project and State Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MoU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MoU can be modified at any time by majority agreement of voting members of the Steering Committee.

### **MISSION**

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Continue the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons and units for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development, instructional delivery and assessment creation.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

### **GUIDING PRINCIPLES**

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay \$2000 by Sept. 30, 2018 to support Coalition actions beginning July 1, 2018 through June 30, 2019 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.
- The Coalition will seek to coordinate financial support from foundations, affiliates, the Delaware Department of Education and others for implementation of standards based social studies education for Delaware students.

#### **GOVERNANCE OF THE COALITION**

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Professional Development Center for Educators, and the Delaware Public Archives.

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2018-2019 school year.
- Establish and implement an effective communications program.
- Promote partnerships among the K-12 public schools, higher education and the business community.


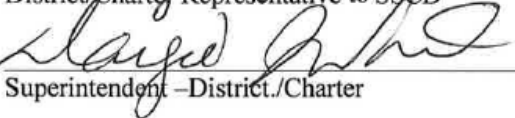
#### **Coalition Leadership –**

SSCD leadership shall be administered by an Executive Committee and directed by the Board. The Executive Committee shall consist of two chairpersons, an Executive Secretary, a Financial Liaison and the Education Associate for Social Studies from the Delaware Department of Education. Two chairpersons shall be elected by the voting members of the Board to a two year, staggered term without remuneration and will coordinate the Coalition's activities and chair meetings. The Executive Secretary and Financial Liaison shall be appointed by the chairs.

Regular meetings of the Coalition's Executive Committee and Board will be held on a monthly basis during the school year. The Board will establish sub-committees to manage specific aspects of the Coalition as needed.

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#### **Signatures of Agreement – 2020-2021 SY**

	12/21/18
District/Charter Representative to SSCD	Date
	12/21/18
Superintendent – District/Charter	Date

School District/Charter School name Las Americas ASPIRA Academy

## APPENDIX O

### Alignment to College and Career Ready Standards: Overall Summary

MyPerspectives English Language Arts **Grade 9** materials fully meet the expectations of alignment. The materials provide students cohesive support and practice as they grow their skills in reading, writing, speaking and listening, and language. The materials include texts that reflect the appropriate demand and rigor required by the standards for the grade band.



### The Report

#### Gateway One

#### Text Quality & Complexity and Alignment to Standards Components

#### Meets Expectations

#### CRITERION 1A - 1F

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

16/16

#### INDICATOR 1A

Anchor/core texts are of publishable quality and worthy of especially careful reading.

4/4

#### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.  
*\*Indicator 1b is non-scored (in grades 9-12) and provides information about text types and genres in the program.*

#### **INDICATOR 1C**

Texts have the appropriate level of complexity for the grade level (according to quantitative analysis and qualitative analysis).

**4/4**

#### **INDICATOR 1D**

Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).

**4/4**

#### **INDICATOR 1E**

Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement in the grade level.

**2/2**

#### **INDICATOR 1F**

Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.

**2/2**

#### **CRITERION 1G - 1N**

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

**16/16**

#### **INDICATOR 1G**

Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

**2/2**

#### **INDICATOR 1H**

Materials contain sets of sequences of text-dependent/ text-specific questions with activities that build to a culminating task which integrates skills to demonstrate understanding

**2/2**

**INDICATOR 1I**

Materials provide frequent opportunities and protocols to engage students in speaking and listening activities and discussions (small group, peer-to-peer, whole class) which encourage the modeling and use of academic vocabulary and syntax.

**2/2**

**INDICATOR 1J**

Materials support students' listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports.

**2/2**

**INDICATOR 1K**

Materials include a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects.

**2/2**

**INDICATOR 1L**

Materials provide opportunities for students to address different types/modes/genres of writing that reflect the distribution required by the standards. Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.

**2/2**

**INDICATOR 1M**

Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

**2/2**

**INDICATOR 1N**

Materials include **instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly** sophisticated contexts, with opportunities for application in context.

**2/2**

Gateway Two

**Building Knowledge with Texts, Vocabulary, and Tasks**

**Meets Expectations**

**CRITERION 2A - 2H**

**32/32**

**INDICATOR 2A**

Texts are organized around a topic/topics or themes to build students' knowledge and their ability to comprehend and analyze complex texts proficiently.

**4/4**

**INDICATOR 2B**

Materials contain sets of coherently sequenced higher order thinking questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

**4/4**

**INDICATOR 2C**

Materials contain a coherently sequenced set of text-dependent and text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

**4/4**

**INDICATOR 2D**

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

**4/4**

**INDICATOR 2E**

Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.

**4/4**

**INDICATOR 2F**

Materials contain a year long, cohesive plan of writing instruction and practice which support students in building and communicating substantive understanding of topics and texts.

**4/4**

**INDICATOR 2G**

Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.

**4/4**

**INDICATOR 2H**

Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

**4/4**

Gateway Three

**Usability**

**Meets Expectations**

**CRITERION 3A - 3E**

null

**8/8**

**INDICATOR 3A**

Materials are well-designed (i.e., allows for ease of readability and are effectively organized for planning) and take into account effective lesson structure (e.g., introduction and lesson objectives, teacher modelling, student practice, closure) and short-term and long-term pacing.

**2/2**

**INDICATOR 3B**

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

**2/2**

**INDICATOR 3C**

The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

**2/2**

**INDICATOR 3D**

Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

**2/2**

**INDICATOR 3E**

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

**CRITERION 3F - 3J**

Materials support teacher learning and understanding of the Standards.

**8/8**

**INDICATOR 3F**

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

**2/2**

**INDICATOR 3G**

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

**2/2**

**INDICATOR 3H**

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

**2/2**

**INDICATOR 3I**

Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

**2/2**

**INDICATOR 3J**

Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

**CRITERION 3K - 3N**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

**8/8**

**INDICATOR 3K**

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

**2/2**

**INDICATOR 3L**

The purpose/use of each assessment is clear:

**INDICATOR 3L.I**

Assessments clearly denote which standards are being emphasized.

**2/2**

**INDICATOR 3L.II**

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

**2/2**

**INDICATOR 3M**

Materials should include routines and guidance that point out opportunities to monitor student progress.

**2/2**

**INDICATOR 3N**

Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

**CRITERION 3O - 3R**

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

**10/10**

**INDICATOR 3O**

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

**2/2**

**INDICATOR 3P**

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

**4/4**

**INDICATOR 3Q**

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

**2/2**

**INDICATOR 3R**

Materials provide opportunities for teachers to use a variety of grouping strategies.

**2/2**

**CRITERION 3S - 3V**

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

**INDICATOR 3S**

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices. This qualifies as substitution and augmentation as defined by the SAMR model. Materials can be easily integrated into existing learning management systems.

**INDICATOR 3T**

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate and providing opportunities for modification and redefinition as defined by the SAMR model.

**INDICATOR 3U**

Materials can be easily customized for individual learners.

**INDICATOR 3U.I**

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

**INDICATOR 3U.II**

Materials can be easily customized by schools, systems, and states for local use.

**INDICATOR 3V**

Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.)

**Alignment to College and Career Ready Standards: Overall Summary**

MyPerspectives English Language Arts **Grade 10** materials fully meet the expectations of alignment. The materials provide students cohesive support and practice as they grow their skills in reading, writing, speaking and listening, and language. The materials include texts that reflect the appropriate demand and rigor required by the standards for the grade band.



## The Report

### Gateway One

#### Text Quality & Complexity and Alignment to Standards Components

#### Meets Expectations

##### CRITERION 1A - 1F

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

**16/16**

##### INDICATOR 1A

Anchor/core texts are of publishable quality and worthy of especially careful reading.

**4/4**

##### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.

*\*Indicator 1b is non-scored (in grades 9-12) and provides information about text types and genres in the program.*

##### INDICATOR 1C

Texts have the appropriate level of complexity for the grade level (according to quantitative analysis and qualitative analysis).

**4/4**

**INDICATOR 1D**

Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).

**4/4**

**INDICATOR 1E**

Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement in the grade level.

**2/2**

**INDICATOR 1F**

Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.

**2/2**

**CRITERION 1G - 1N**

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

**16/16**

**INDICATOR 1G**

Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

**2/2**

**INDICATOR 1H**

Materials contain sets of sequences of text-dependent/ text-specific questions with activities that build to a culminating task which integrates skills to demonstrate understanding

**2/2**

**INDICATOR 1I**

Materials provide frequent opportunities and protocols to engage students in speaking and listening activities and discussions (small group, peer-to-peer, whole class) which encourage the modeling and use of academic vocabulary and syntax.

**2/2**

**INDICATOR 1J**

Materials support students' listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports.

**2/2**

**INDICATOR 1K**

Materials include a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects.

**2/2**

**INDICATOR 1L**

Materials provide opportunities for students to address different types/modes/genres of writing that reflect the distribution required by the standards. Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.

**2/2**

**INDICATOR 1M**

Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

**2/2**

**INDICATOR 1N**

Materials include **instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly** sophisticated contexts, with opportunities for application in context.

**2/2**

Gateway Two

**Building Knowledge with Texts, Vocabulary, and Tasks**

**Meets Expectations**

**CRITERION 2A - 2H**

**32/32**

**INDICATOR 2A**

Texts are organized around a topic/topics or themes to build students' knowledge and their ability to comprehend and analyze complex texts proficiently.

**4/4**

**INDICATOR 2B**

Materials contain sets of coherently sequenced higher order thinking questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

**4/4**

**INDICATOR 2C**

Materials contain a coherently sequenced set of text-dependent and text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

**4/4**

**INDICATOR 2D**

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

**4/4**

**INDICATOR 2E**

Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.

**4/4**

**INDICATOR 2F**

Materials contain a year long, cohesive plan of writing instruction and practice which support students in building and communicating substantive understanding of topics and texts.

**4/4**

**INDICATOR 2G**

Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.

**4/4**

**INDICATOR 2H**

Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

**4/4**

Gateway Three

## **Usability**

### **Meets Expectations**

#### **CRITERION 3A - 3E**

null

**8/8**

#### **INDICATOR 3A**

Materials are well-designed (i.e., allows for ease of readability and are effectively organized for planning) and take into account effective lesson structure (e.g., introduction and lesson objectives, teacher modelling, student practice, closure) and short-term and long-term pacing.

**2/2**

#### **INDICATOR 3B**

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

**2/2**

#### **INDICATOR 3C**

The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

**2/2**

#### **INDICATOR 3D**

Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

**2/2**

#### **INDICATOR 3E**

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

#### **CRITERION 3F - 3J**

Materials support teacher learning and understanding of the Standards.

**8/8**

#### **INDICATOR 3F**

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

**2/2**

**INDICATOR 3G**

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

**2/2**

**INDICATOR 3H**

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

**2/2**

**INDICATOR 3I**

Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

**2/2**

**INDICATOR 3J**

Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

**CRITERION 3K - 3N**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

**8/8**

**INDICATOR 3K**

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

**2/2**

**INDICATOR 3L**

The purpose/use of each assessment is clear:

**INDICATOR 3L.I**

Assessments clearly denote which standards are being emphasized.

**2/2**

**INDICATOR 3L.II**

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

**2/2**

**INDICATOR 3M**

Materials should include routines and guidance that point out opportunities to monitor student progress.

**2/2**

**INDICATOR 3N**

Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

**CRITERION 3O - 3R**

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

**10/10**

**INDICATOR 3O**

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

**2/2**

**INDICATOR 3P**

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

**4/4**

**INDICATOR 3Q**

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

**2/2**

**INDICATOR 3R**

Materials provide opportunities for teachers to use a variety of grouping strategies.

**2/2**

**CRITERION 3S - 3V**

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

#### **INDICATOR 3S**

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices. This qualifies as substitution and augmentation as defined by the SAMR model. Materials can be easily integrated into existing learning management systems.

#### **INDICATOR 3T**

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate and providing opportunities for modification and redefinition as defined by the SAMR model.

#### **INDICATOR 3U**

Materials can be easily customized for individual learners.

#### **INDICATOR 3U.I**

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

#### **INDICATOR 3U.II**

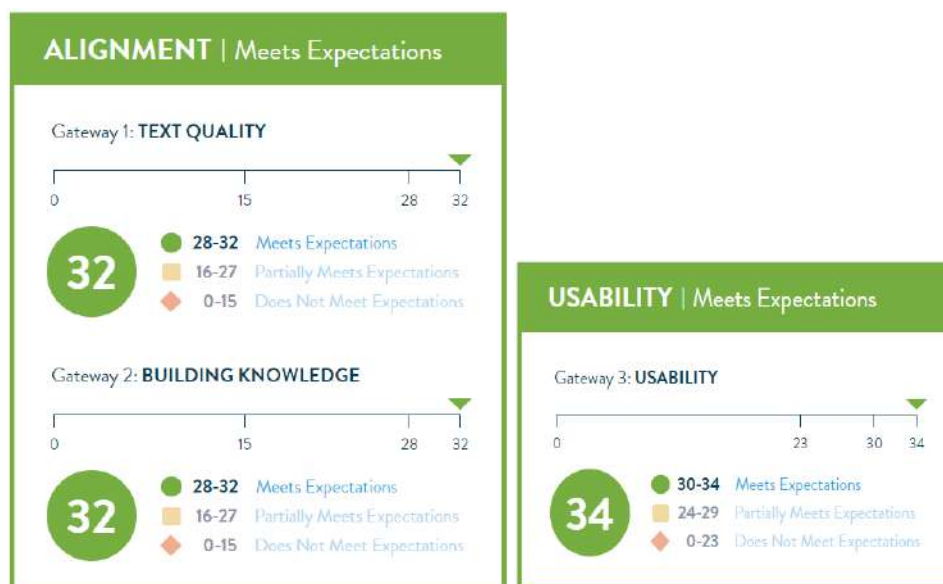
Materials can be easily customized by schools, systems, and states for local use.

#### **INDICATOR 3V**

Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.)

### **Alignment to College and Career Ready Standards: Overall Summary**

MyPerspectives English Language Arts **Grade 11** materials fully meet the expectations of alignment. The materials provide students cohesive support and practice as they grow their skills in reading, writing, speaking and listening, and language. The materials include texts that reflect the appropriate demand and rigor required by the standards for the grade band.



## The Report

### Gateway One

#### Text Quality & Complexity and Alignment to Standards Components

#### Meets Expectations

##### CRITERION 1A - 1F

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

**16/16**

##### INDICATOR 1A

Anchor/core texts are of publishable quality and worthy of especially careful reading.

**4/4**

##### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.

*\*Indicator 1b is non-scored (in grades 9-12) and provides information about text types and genres in the program.*

##### INDICATOR 1C

Texts have the appropriate level of complexity for the grade level (according to quantitative analysis and qualitative analysis).

**4/4**

**INDICATOR 1D**

Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).

**4/4**

**INDICATOR 1E**

Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement in the grade level.

**2/2**

**INDICATOR 1F**

Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.

**2/2**

**CRITERION 1G - 1N**

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

**16/16**

**INDICATOR 1G**

Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

**2/2**

**INDICATOR 1H**

Materials contain sets of sequences of text-dependent/ text-specific questions with activities that build to a culminating task which integrates skills to demonstrate understanding

**2/2**

**INDICATOR 1I**

Materials provide frequent opportunities and protocols to engage students in speaking and listening activities and discussions (small group, peer-to-peer, whole class) which encourage the modeling and use of academic vocabulary and syntax.

**2/2**

**INDICATOR 1J**

Materials support students' listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports.

**2/2**

**INDICATOR 1K**

Materials include a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects.

**2/2**

**INDICATOR 1L**

Materials provide opportunities for students to address different types/modes/genres of writing that reflect the distribution required by the standards. Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.

**2/2**

**INDICATOR 1M**

Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

**2/2**

**INDICATOR 1N**

Materials include **instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly** sophisticated contexts, with opportunities for application in context.

**2/2**

Gateway Two

**Building Knowledge with Texts, Vocabulary, and Tasks**

**Meets Expectations**

**CRITERION 2A - 2H**

**32/32**

**INDICATOR 2A**

Texts are organized around a topic/topics or themes to build students' knowledge and their ability to comprehend and analyze complex texts proficiently.

**4/4**

**INDICATOR 2B**

Materials contain sets of coherently sequenced higher order thinking questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

**4/4**

**INDICATOR 2C**

Materials contain a coherently sequenced set of text-dependent and text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

**4/4**

**INDICATOR 2D**

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

**4/4**

**INDICATOR 2E**

Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.

**4/4**

**INDICATOR 2F**

Materials contain a year long, cohesive plan of writing instruction and practice which support students in building and communicating substantive understanding of topics and texts.

**4/4**

**INDICATOR 2G**

Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.

**4/4**

**INDICATOR 2H**

Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

**4/4**

Gateway Three

**Usability**

## **Meets Expectations**

### **CRITERION 3A - 3E**

null

**8/8**

#### **INDICATOR 3A**

Materials are well-designed (i.e., allows for ease of readability and are effectively organized for planning) and take into account effective lesson structure (e.g., introduction and lesson objectives, teacher modelling, student practice, closure) and short-term and long-term pacing.

**2/2**

#### **INDICATOR 3B**

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

**2/2**

#### **INDICATOR 3C**

The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

**2/2**

#### **INDICATOR 3D**

Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

**2/2**

#### **INDICATOR 3E**

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

### **CRITERION 3F - 3J**

Materials support teacher learning and understanding of the Standards.

**8/8**

#### **INDICATOR 3F**

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

**2/2**

**INDICATOR 3G**

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

**2/2**

**INDICATOR 3H**

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

**2/2**

**INDICATOR 3I**

Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

**2/2**

**INDICATOR 3J**

Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

**CRITERION 3K - 3N**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

**8/8**

**INDICATOR 3K**

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

**2/2**

**INDICATOR 3L**

The purpose/use of each assessment is clear:

**INDICATOR 3L.I**

Assessments clearly denote which standards are being emphasized.

**2/2**

**INDICATOR 3L.II**

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

**2/2**

**INDICATOR 3M**

Materials should include routines and guidance that point out opportunities to monitor student progress.

**2/2**

**INDICATOR 3N**

Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

**CRITERION 3O - 3R**

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

**10/10**

**INDICATOR 3O**

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

**2/2**

**INDICATOR 3P**

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

**4/4**

**INDICATOR 3Q**

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

**2/2**

**INDICATOR 3R**

Materials provide opportunities for teachers to use a variety of grouping strategies.

**2/2**

**CRITERION 3S - 3V**

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

#### **INDICATOR 3S**

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices. This qualifies as substitution and augmentation as defined by the SAMR model. Materials can be easily integrated into existing learning management systems.

#### **INDICATOR 3T**

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate and providing opportunities for modification and redefinition as defined by the SAMR model.

#### **INDICATOR 3U**

Materials can be easily customized for individual learners.

#### **INDICATOR 3U.I**

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

#### **INDICATOR 3U.II**

Materials can be easily customized by schools, systems, and states for local use.

#### **INDICATOR 3V**

Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.)

### **Alignment to College and Career Ready Standards: Overall Summary**

MyPerspectives English Language Arts **Grade 12** materials fully meet the expectations of alignment. The materials provide students cohesive support and practice as they grow their skills in reading, writing, speaking and listening, and language. The materials include texts that reflect the appropriate demand and rigor required by the standards for the grade band.



## The Report

### Gateway One

#### Text Quality & Complexity and Alignment to Standards Components

##### Meets Expectations

##### CRITERION 1A - 1F

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

16/16

##### INDICATOR 1A

Anchor/core texts are of publishable quality and worthy of especially careful reading.

4/4

##### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.

*\*Indicator 1b is non-scored (in grades 9-12) and provides information about text types and genres in the program.*

##### INDICATOR 1C

Texts have the appropriate level of complexity for the grade level (according to quantitative analysis and qualitative analysis).

4/4

##### INDICATOR 1D

Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).

**4/4**

**INDICATOR 1E**

Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement in the grade level.

**2/2**

**INDICATOR 1F**

Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.

**2/2**

**CRITERION 1G - 1N**

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

**16/16**

**INDICATOR 1G**

Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

**2/2**

**INDICATOR 1H**

Materials contain sets of sequences of text-dependent/ text-specific questions with activities that build to a culminating task which integrates skills to demonstrate understanding

**2/2**

**INDICATOR 1I**

Materials provide frequent opportunities and protocols to engage students in speaking and listening activities and discussions (small group, peer-to-peer, whole class) which encourage the modeling and use of academic vocabulary and syntax.

**2/2**

**INDICATOR 1J**

Materials support students' listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports.

2/2

**INDICATOR 1K**

Materials include a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects.

2/2

**INDICATOR 1L**

Materials provide opportunities for students to address different types/modes/genres of writing that reflect the distribution required by the standards. Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.

2/2

**INDICATOR 1M**

Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

2/2

**INDICATOR 1N**

Materials include **instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly** sophisticated contexts, with opportunities for application in context.

2/2

Gateway Two

**Building Knowledge with Texts, Vocabulary, and Tasks**

**Meets Expectations**

**CRITERION 2A - 2H**

32/32

**INDICATOR 2A**

Texts are organized around a topic/topics or themes to build students' knowledge and their ability to comprehend and analyze complex texts proficiently.

4/4

**INDICATOR 2B**

Materials contain sets of coherently sequenced higher order thinking questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

**4/4**

#### **INDICATOR 2C**

Materials contain a coherently sequenced set of text-dependent and text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

**4/4**

#### **INDICATOR 2D**

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

**4/4**

#### **INDICATOR 2E**

Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.

**4/4**

#### **INDICATOR 2F**

Materials contain a year long, cohesive plan of writing instruction and practice which support students in building and communicating substantive understanding of topics and texts.

**4/4**

#### **INDICATOR 2G**

Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.

**4/4**

#### **INDICATOR 2H**

Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

**4/4**

Gateway Three

**Usability**

## **Meets Expectations**

### **CRITERION 3A - 3E**

null

**8/8**

#### **INDICATOR 3A**

Materials are well-designed (i.e., allows for ease of readability and are effectively organized for planning) and take into account effective lesson structure (e.g., introduction and lesson objectives, teacher modelling, student practice, closure) and short-term and long-term pacing.

**2/2**

#### **INDICATOR 3B**

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

**2/2**

#### **INDICATOR 3C**

The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

**2/2**

#### **INDICATOR 3D**

Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

**2/2**

#### **INDICATOR 3E**

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

### **CRITERION 3F - 3J**

Materials support teacher learning and understanding of the Standards.

**8/8**

#### **INDICATOR 3F**

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

**2/2**

**INDICATOR 3G**

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

**2/2**

**INDICATOR 3H**

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

**2/2**

**INDICATOR 3I**

Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

**2/2**

**INDICATOR 3J**

Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

**CRITERION 3K - 3N**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

**8/8**

**INDICATOR 3K**

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

**2/2**

**INDICATOR 3L**

The purpose/use of each assessment is clear:

**INDICATOR 3L.I**

Assessments clearly denote which standards are being emphasized.

**2/2**

**INDICATOR 3L.II**

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

**2/2**

**INDICATOR 3M**

Materials should include routines and guidance that point out opportunities to monitor student progress.

**2/2**

**INDICATOR 3N**

Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

**CRITERION 3O - 3R**

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

**10/10**

**INDICATOR 3O**

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

**2/2**

**INDICATOR 3P**

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

**4/4**

**INDICATOR 3Q**

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

**2/2**

**INDICATOR 3R**

Materials provide opportunities for teachers to use a variety of grouping strategies.

**2/2**

**CRITERION 3S - 3V**

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

#### **INDICATOR 3S**

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices. This qualifies as substitution and augmentation as defined by the SAMR model. Materials can be easily integrated into existing learning management systems.

#### **INDICATOR 3T**

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate and providing opportunities for modification and redefinition as defined by the SAMR model.

#### **INDICATOR 3U**

Materials can be easily customized for individual learners.

#### **INDICATOR 3U.I**

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

#### **INDICATOR 3U.II**

Materials can be easily customized by schools, systems, and states for local use.

#### **INDICATOR 3V**

Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.)



## Comparing Biology EOC STAAR Results for STEMscopes and Non-STEMscopes Districts in Texas

### SUMMARY

The following report includes results comparing STEMscopes and non-STEMscopes districts on the Biology End-of-Course assessment of the 2017-2018 State of Texas Assessment of Academic Readiness (STAAR<sup>®</sup>). Districts were identified as STEMscopes districts if they had a subscription to STEMscopes for Biology and showed usage of STEMscopes based on the analytics data. The state of Texas creates benchmarks for proficiency in science and identifies students as not meeting grade-level proficiency, approaching grade-level proficiency, meeting grade-level proficiency, and mastering grade-level proficiency. The percent of students in each of these categories is used to determine the district's achievement in science.

### Biology EOC Results

Of the 1,074 districts that received scores on the Biology EOC STAAR assessment (410,273 students assessed), 366 districts used the STEMscopes science curriculum during this school year, and 708 districts used either a district-created science curriculum or purchased a different science curriculum. The rates of proficiency for these two groups of districts as well as the state averages are found in the table below. While there were little differences in the rates of students who approached proficiency, STEMscopes districts had higher percentages of students who met or mastered proficiency in science compared to non-STEMscopes districts and the state average.

**Table 1: District-Level Biology EOC Proficiency Rates**

	Approaches	Meets	Masters
<b>STEMscopes Districts (n = 366)</b>	87.3%	58.9%	19.7%
<b>Non-STEMscopes Districts (n = 708)</b>	87.2%	57.0%	17.9%
<b>State of Texas (n = 1,074)</b>	87.2%	57.7%	18.5%

#### Follow-up Analysis on Biology EOC Results

Analyses were conducted to ensure that these differences were statistically significant after accounting for other important variables that influence student achievement. Specifically, multiple regression analysis was utilized to recalculate these proficiency rates taking into account the 2016-2017 proficiency rates as well as important district demographic variables, including the size of the district, whether the district was a charter school district, high school dropouts rates, and demographic information of students (i.e., race/ethnicity and socioeconomic status).

Results showed that, when accounting for these important variables, districts that used STEMscopes continued to have significantly higher rates of students who met or mastered proficiency. Specifically, STEMscopes districts had a weighted rate of 58.5% of students who met proficiency (compared to 56.8% of students who met proficiency in non-STEMscopes districts) and 19.4% of students who mastered proficiency (compared to 18.1% of students who mastered proficiency in non-STEMscopes districts).

**Table 2: Multiple Regression Results for Biology EOC Proficiency Rates**

	STEMscopes Districts	Non-STEMscopes Districts	B	Standard Error	P-Value
% Approach Proficiency	87.2	86.8	0.46	0.46	0.32
% Meet Proficiency	58.5	56.8	1.74*	0.79	0.03
% Master Proficiency	19.4	18.1	1.28*	0.59	0.03

#### Conclusion

In the 2017-2018 school year, districts that used STEMscopes for Biology had higher rates of students who met and mastered proficiency on the Biology EOC STAAR assessment than districts that did not use STEMscopes, controlling for previous year achievement and several important demographic variables. **Specifically, using the STEMscopes curriculum was associated with an increase of 1.7% of students who met proficiency and 1.3% of students who mastered proficiency.** These results translate to approximately 4,480 additional students meeting proficiency and an additional 3,426 students mastering proficiency in districts that used STEMscopes.

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