

International Charter School of Arizona

The International Charter School of Arizona began in the 2012-2013 school year. We began with a very small enrollment but a great governing board, AZCSP funds and a wonderful vision for success. At the end of the first school year we had a letter grade of an 'A'. We used the additional funding to train our teachers and purchase a brand new curriculum that was based on the Common Core standards but that allowed for higher level thinking required by the International Baccalaureate focus in our charter. We were able to hire top notch teachers and train them immediately for student success. We also used the additional funding to train our governing board to lead us in the direction of providing high quality academics for our students. After the first year, having spent quite a bit on marketing, we were forced to find another location when the first location was rented out to another charter school. We are currently in our second year of operations having added additional grade levels last summer and finding a new home. We are now joining together with another charter school and blending our philosophy with theirs while continuing to provide the excellent education for our students we have done thus far and will continue to do.

Growth

1a. SGP Math and Reading

Last year we grew in both reading and math, while reading grew at a much higher rate than math. This year we have continued the programs and the curriculum that we began with in year one while focusing more on math to attempt a growth equal to our reading from the prior year. Our curriculum is based on the common core and our instructional methods are International Baccalaureate focused. Our assessments are purposeful and used to increase students' knowledge of the content and our PD is designed to increase the knowledge of the teacher to increase the knowledge of the student.

Curriculum

Grades 5th through 10th English Language Arts:

Textbooks:

For each of the Grade levels we have purchased chapter books suggested in the Appendix of the Common Core Standards. Of the suggested Exemplars we purchased a classroom set. We have purchased access to the curriculum maps for the Wheatley Project. These maps incorporate reading, writing, art, social studies and science <http://commoncore.org/maps/>. An Example of a unit is in the attachment. A list of all purchased books is available.

Example:

Grade 8 Unit 1

Short Stories

- *America Street: A Multicultural Anthology of Stories* (Anne Mazer)
- *Nine Stories* (J.D. Salinger)
- *The Umbrella Man and Other Stories* (Roald Dahl) (EA)

Stories

- *A Long Way from Chicago: A Novel in Stories* (Richard Peck) (easier to read but excellent)
- *All of the Above* (Shelley Pearsall)
- *KiKi Strike: Inside the Shadow City* (Kirsten Miller)
- *The Catcher in the Rye* (J.D. Salinger)
- *The Great Fire* (Jim Murphy) (E)
- *The King of Dragons* (Carol Fenner) (easier to read but excellent)

Nonfiction

- *America's Top 10 Cities* (Jenny E. Tesar)
- *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793* (Jim Murphy) (EA)
- *Let's Roll! Ordinary People, Extraordinary Courage* (Lisa Beamer)
- *New York* (This Land is Your Land Series) (Ann Heinrichs)
- *September 11, 2001* (Cornerstones of Freedom, Second Series) (Andrew Santella)
- *September 11, 2001: Attack on New York City: Interviews and Accounts* (Wilborn Hampton)
- *Skyscraper* (Lynn Curlee)
- *The Building of Manhattan* (Donald Mackay) (E) Classroom Set Purchased
- "The Evolution of the Grocery Bag" (*American Scholar Magazine*, Autumn 2003) (Henry Petroski) (E)
- *The New York Subways* (Great Building Feats Series) (Lesley DuTemple)

We also have a grammar supplement and a writing supplement

Grades 5th through 10th Math

Textbooks:

Pearson Math Common Core; Course 1, 2 and 3 with the ELL and Intervention supplements

Pearson Algebra 1, Geometry and Algebra II Common Core Edition

In addition to the textbooks we use field trips, labs, two major projects per semester and service learning to teach the standards.

Grades 11th through 12th English Language Arts and Math

We currently have no students in these grades and have not purchased the curriculum. We will purchase the International Baccalaureate curriculum for the math and language arts courses upon our first student enrollment.

Instruction for Reading and Math

Our strategy for instruction is to improve students' academic achievement through instructional methods that require high levels of critical thinking by the student. Our requirement for teachers is that Inquiry-based lessons will dominate instructional strategies, thus the teacher begins a lesson with a question, not a

statement. This allows the students to search for information and learn on their own with the teacher's guidance. The instructional environment will be designed so students

- willingly engage in an exploration process
- raise questions, propose explanations, and use observations.
- plan and carry out learning activities.
- communicate using a variety of methods.

Lesson Plans are collected every Friday for the following week and checked by administration. Fridays are used for projects and remediation for all students.

Instruction places an emphasis on the development of inquiry and information processing skills and the nurturing of inquiring attitudes or habits of mind that will enable students to continue the quest for knowledge throughout life. Throughout the curriculum, we will strive to strengthen holistic learning, communication and intercultural awareness along with learning content within a larger conceptual framework. The instructional methods used for our curriculum are defined below.

Direct Instruction for introduction of concepts

Teacher-centered instruction which includes lecture, presentation, and recitation.

Discovery based learning

A constructivist approach. Students begin learning with an activity designed to lead them to particular concepts or conclusions. Students acquire basic and advanced knowledge in random order.

Project based learning

In K-12 education, project-based learning has evolved as a method of instruction that addresses core content through rigorous, relevant, hands-on learning. Projects are more open-ended than problem-based learning, giving students more choice when it comes to demonstrating what they know. Unlike projects that are tacked on at the end of "real" learning, the projects in PBL are the centerpiece of the lesson. Projects are typically questions that drive students to investigate, do research, or construct their own solutions. For example: How can we reduce our carbon footprint? How safe is our water? What can we do to protect wildlife? How do we measure the impact of disasters? Students use technology tools much as professionals do -- to communicate, collaborate, conduct research, analyze, create, and publish their own work for authentic audiences. Instead of writing book reports, for instance, students in a literature project might produce audio reviews of books, post them on a blog, and invite responses from a partner class in another city or country.

Socratic Method of Instruction

The Socratic method of instruction involves the teacher as a facilitator of questioning using the text to aid the student in either deeper understanding of the material or deeper knowledge of the limits of the material. All questioning and answers must be based on the text itself and not on philosophy or theory.

Modeling

Modeling has been shown to be a vital part of helping students learn the process of constructing meaning and of helping them learn the various strategies and skills involved in this process. Modeling of specific strategies and skills is also provided by the teacher for those students who need it. This is done by using literature that has been read as models to show the use of strategies and skills. These lessons are known

as mini-lessons and they may be formal or informal. Modeling by the teacher is also done through reading aloud, through demonstrating response activities and discussions and through shared writing. Students also provide modeling for each other through cooperative learning and peer to peer activities.

Assessment

Our strategy for assessment is to use it to guide instruction (formative) and to evaluate the data learned from the results to change curriculum, instruction and professional development (summative). All of our formative assessments are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process. Formative assessment is a tool to continually evaluate students' academic needs and development within the classroom and will be happening constantly to ensure that local benchmark assessments and state-mandated summative assessments are easily mastered at the completion of the grade level.

Teachers who engage in formative assessments give continual, explicit feedback to students and assist them in answering the following questions:

1. Where am I going?
2. Where am I now?
3. How can I close the gap between the two?

In order to show students how to close the gap between where they are academically and where they want to be, teachers must help students evaluate their progress in the learning process and give them explicit, descriptive feedback specific to the learning task.

A list of formative assessments we use is:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs (blogs)
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments (labs)
- Quizzes

For our summative assessments we use:

- Galileo benchmark assessments
- Chapter Tests,
- Semester long Projects, and
- AIMS.

Results of the analysis of AIMS and Galileo analysis are attached.

Professional Development

Our strategy for improving professional development is to use it to raise teachers to the proficiency level where they can actively challenge students to achieve higher academic growth than they have ever done previously. At the beginning of the year the teachers and administration created a year long calendar for professional development. This calendar was based on the AIMS scores, acquiring Galileo and our being an IB school. We also added grade levels and changed locations over the summer so we were aware needs could change and we needed to leave an opening for additional trainings. We had 2 weeks prior to school starting of training as well. These included the mandatory SPED training, a data training on the AIMS data, and a refresher course on Common Core standards.

Professional Development Calendar

August 9	Faculty Meeting
August 16	IB Collaboration Meeting
August 23	Professional Development Survey and creating the Plan
August 30	Free to work on Lesson Plans
September 6	Faculty Meeting
September 13	Incorporating Technology into your Curriculum
September 20	IB Collaboration
September 27	How to use Galileo
October 4	Parent Teacher Conferences
October 18	Faculty Meeting
October 25	Running reports in Galileo
November 1	IB Collaboration
November 8	Faculty Meeting
November 15	Data driven decision making
November 22	Meeting for Providing Intervention
December 6	Faculty Meeting
December 13	Meet with Principal, All lesson plans and Assessments organized and labelled for governing board review
January 6	FULL DAY TRAININGS COMMON CORE
January 10	Faculty Meeting
January 17	IB Planning and Collaboration
January 24	Evaluated benchmarks in Galileo
January 31	Free
February 7	Faculty Meeting
February 14	Reading Strategies for AIMS prep
February 21	Math Strategies for AIMS prep
February 28	Testing Meeting
March 7	Parent Teacher Conferences
March 21	Faculty Meeting
March 28	IB Collaboration
April 4	
April 11	Faculty Meeting
April 18	IB Collaboration
April 25	
May 2	IB Project Evaluation and Presentation by Staff
May 9	Evaluate end of year data for Governing Board Presentation
May 16	End of Year Meeting, Inventory Sheets, Wrap up

1b. SGP bottom 25%

Curriculum Reading and Math

Reading and Math supplements were purchased for the Math curriculum. Reading is taught from the curriculum maps and chapter books can be replaced for lower level readers. Our strategy is to challenge all students at the same level and “fill in the gaps” academically with any supplemental concepts

Instruction

We analyzed the prior year’s AIMS scores and converted that information to student’s current Lexile level. The lexile levels were then converted to a true false statement regarding their ability to be successful based on growth of the score to be successful on this year’s AIMS and next year’s CCSA assessment. These were handed out to the teachers at the beginning of the year. There was one student with a documented deficiency between reading level and ability to be successful at current levels of growth. This student is currently on an IEP and receiving services through that program.

Assessment

The Galileo assessment has been providing information to us on our benchmark assessments. Thus far this year we have administered three tests. The first test was a pretest and the next two were benchmark tests. Based on the result of these assessments we have begun a program on Fridays whereby we ability group all of our students by reading and math. Friday is a half day 8:00am to 12:00 noon. Each hour is Math, ELA, Spanish (foreign language focus) or Project Based Learning. The Math and ELA are ability grouped and the instruction is done in a tutoring style. All work on that day is standards based using testing materials that are based in the standards. Teacher created assessments in Galileo are done to ensure the students are acquiring the standards we are targeting.

Professional Development

This school year we have created a professional development calendar based on our current professional development needs. With the addition of new teachers we are focusing on integrating the International Baccalaureate cross curricularly and infusing technology into curriculum. A total of nine faculty members attended professional development trainings off-site related to English Language Arts in Arizona Common Core development. These professional development opportunities were train-the-trainer models, meaning in-services are planned and being implemented on site with new teaching staff. Ultimately, school leadership determined, based on the AIMS scores and feedback provided from teachers, what professional development topics are being covered. A professional development calendar was created before school began and given out to teachers. Additional trainings will be added as the need arises, however, most of the professional development opportunities will align with indicators from the AIMS scores and Galileo benchmarks results. Based on our current data, our school will be targeting professional developments in the following areas:

- International Baccalaureate
- Incorporating Galileo into curriculum
- Data driven Decision Making
- Strategies for helping at risk and advanced students

2. Proficiency

2a. Percent Passing

2b. Composite School Comparison

At ICSAZ we have very little diversity of students and grade levels at many different levels of learning and ability. We are a 5th through 8th grade middle school focused on the IB curriculum with a strong emphasis on foreign language. We have two SPED students, No ELL students and No FRL students. This is very unlike our direct feeder schools in our area. In our area there are several schools with similar numbers in the listed categories. These schools are currently posting an “A” or a “B” letter grade. We recognize that we have only begun our first year and our sample population is small but the students we have acquired come from these districts and Charters as well as a number from a local private school.

Curriculum

School wide we are using Pearson math as our text and basing the curriculum on the state and IB standards in different grade levels which in turn promotes consistency in the classroom with instruction and assessment. We use the Wheatley Project curriculum maps that align to all common core standards.

Instruction

There are many check points in place to hold teachers accountable to teaching the Arizona State and Common Core Standards. Listed below are instructional practices designed to hold teachers accountable to the standards:

- Grade level state standards are included in the curriculum maps.
- All lesson plans are required to align to Arizona State Standards
- Informal pop-in evaluations are done for each teacher and cross checked with their lesson plans to verify standards being taught

Assessment

In terms of evaluating student performance in reading and math we are purchased a program entitled Galileo. Galileo assessments are given five times a school year as indicated by a benchmark calendar provided at the beginning of the school year. Teachers are able to analyze the data in reading, math, and science to determine where focus may need to be given. Currently we are using the text created assessments and the AIMS practice tests to evaluate progress in reading and in math for all students.

Professional Development

Our requirement for teachers is that Inquiry-based lessons will dominate instructional strategies, thus the teacher begins a lesson with a question, not a statement. This allows the students to search for information and learn on their own with the teacher's guidance. The instructional environment will be designed so students

- willingly engage in an exploration process
- raise questions, propose explanations, and use observations.
- plan and carry out learning activities.
- communicate using a variety of methods.

Instruction will place an emphasis on the development of inquiry and information processing skills and the nurturing of inquiring attitudes or habits of mind that will enable students to continue the quest for knowledge throughout life. Throughout the curriculum, ICSA will strive to strengthen holistic learning, communication and intercultural awareness along with learning content within a larger conceptual framework. Lessons will be designed to foster learning about the natural and human-designed worlds and the key questions the instruction will focus on are:

- How are these worlds organized?;
- How do they change?;
- How do they interrelate?; and
- How do we communicate about, within, and across these worlds?

2c. Subgroup ELL

We have had no ELL students for the past two years. Academically we have purchased the supplements to our curriculum for ELL learners where available and all teachers are SEI endorsed.

2c. Subgroup FRL

We have had no FRL students in the past two years who have stayed with us for the first 40 days. We did have two enroll last year but they were transported in from a distance and the drive was prohibitive. Those students were provided additional time after school and on Fridays for remediation. IB is a project based curriculum and instructional method that allow for students to succeed on their ability level and challenges them to constantly improve. We have established remediation time on Fridays and all teachers tutor every day after school for 30 minutes. All students are invited to take advantage of this opportunity.

2c. Subgroup SPED

We have had the same two SPED students for the last two years because of the small population we received a non-rating. Our SPED students are doing very well and both showed growth this year and last. We have a half hour after school that each are provided after school tutoring by the content area teachers. One of the students goals are organizational and the other student has math goals. All teachers were provided copies of their IEPs with the goals and as we are a full inclusion environment these students receive the majority of their needs met in the least restrictive environment. These students both MET is reading last year.

Curriculum

The special education department uses a variety of recourses for reading and math. Due to the number of students serviced in reading and math (2 total), the variety of ages, and scope of IEP goals, various instructional supports are used by the special education teacher to target IEP goals in reading and math. All materials use in the teaching processed are aligned to instruction standards and checked through the submission of lesson plans every week. The Special Education teacher has access to all sped student scores and can create materials to supplement instruction. The Special education department also meets with the general education teachers to verify what standards are being focused on in the classroom. Special education staff then plans lessons that support the general education teacher and align what is being taught in the classroom. The special education department also reviews grade level curriculum maps and pacing guides to help keep them closely aligned to the general education classroom. Assignments are modified to the student's ability level and special need.

Instruction

Currently special education department is servicing two students. Our School embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom. Our teachers accept responsibility for all students in their classroom and modify, accommodate and adjust teaching techniques and classroom activities to meet the unique learning abilities of all students. Special education staff supports the regular classroom teacher with this process. There are not two distinctly different types of students, e.g. “special” and “regular”. All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs. There are not two discrete sets of instructional methods – one set for “special” students and another for “regular” students. Individualized instructional programs are designed for each student.

- Inclusion is the underlying philosophy by which all students are educated.
 - All students are educated with chronologically age appropriate peers.
 - All students are educated full time in the general education classroom.
 - All students learn and develop individually and the curriculum is modified or adapted to allow students to progress at their individual rates. Students are not penalized for the inability to progress at grade level.
- General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students with special education teachers and staff providing support.

Assessment

IEP Goals and State Standards--The Special Education teacher uses the Individual Education Plan)to develop student goals. These goals selected are aligned with the State Standards and Common Core. The state standards were used when writing the goals for the 2013-2014 school year that make up the current Individual Education Plans (IEP's). The Special Education department will change to Common Core in the next school year.

3. State Accountability

3a. State Accountability Our letter grade for this year was an ‘A’. We have a primarily new student body based on our new location. Our extremely small size and our ability to work with students on a personal level using the same curriculum that enabled us to be successful the first time as well as our current Galileo scores indicate we will again be an A.

SAMPLE ENGLISH LANGUAGE ARTS MAP

ESSENTIAL QUESTION

How is Russian literature both timeless and affected by historical events?

Grade 10 ► *Unit 4* **World Literature: Russia**

The purpose of this twelve-week unit is twofold: to introduce students to some of the shorter masterpieces of nineteenth-century Russian literature and to explore the impact of twentieth-century historical events on Russian writers and their works.

OVERVIEW

- In the first part of this unit, students read short works by Pushkin, Gogol, Tolstoy, or Chekhov as an introduction to shared themes and literary devices. The class should read no more than three short works in four weeks, in order to devote adequate attention to each. At the end of the unit, teachers choose a novel to read as a seminal text, or opt for the short absurdist vignettes of Daniil Kharmis. The literary reading in this part of the unit should be paired with historical readings. By the end of the unit, students begin to understand Russian literature from both a literary and a historical standpoint and will have a foundation for further reading and study.

Note: The tenth-grade World Literature Maps consist of four twelve-week units, each focusing on literature from a different part of the world. Select three out of the four units. As the middle unit will likely cross from one semester into another, it should be divided accordingly. Alternatively, teachers may choose to teach all four units by shortening each and selecting fewer works.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
 - **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.
 - **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.
 - **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.
 - **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.
 - **RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
 - **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - **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.
 - **SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - **L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SUGGESTED OBJECTIVES

- Read works of Russian literature both for their intrinsic qualities and for their relation to the historical context.
- Analyze the motives, qualities, and contradictions of a character in Russian literature (including the narrator).

- Describe the effect of the narrative structure, pacing, and tone in a work of Russian literature.
- Analyze the role of utopian ideology in select works of Russian literature.
- Consider the impact of the Bolshevik Revolution and Communist rule on twentieth-century Russian writers and literature.
- Offer insightful inferences regarding the themes of the text.
- Create a clear, original, specific thesis statement.
- Organize concrete evidence and/or supporting textual details to support a thesis statement.
- Use precise language, avoiding casual language and clichés.
- Write appropriate transitions to organize paragraphs.
- Apply new terminology to the texts.
- Analyze how historical events influence literature.

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Note: Texts can be selected and combined in a number of ways. Teachers may substitute a story for another story by the same author, or they may substitute one author for another major author from the same period. The selections should combine well, and there should be a balance of nineteenth- and twentieth-century literature. Roughly four to five weeks should be devoted to nineteenth-century works, and two to four weeks to a pivotal text; roughly four to five weeks should be devoted to a twentieth-century work and historical readings.

- Drama
 - *The Inspector-General: A Comedy in Five Acts* (Nikolai Gogol) (EA)
 - *The Seagull* (Anton Chekhov) (EA)
- Novellas
 - *Notes from the Underground* (Fyodor Dostoevsky) (EA)
 - *One Day in the Life of Ivan Denisovich* (Aleksandr Solzhenitsyn)
 - *The Death of Ivan Ilyich* (Leo Tolstoy)
- Novels
 - *A Dead Man's Memoir* (Mikhail Bulgakov)
- Poetry
 - "The Twelve" (Aleksandr Blok)
 - "To Urania" (Joseph Brodsky)
- Short Stories
 - *Diary of a Madman and Other Stories* (Nikolai Gogol) (EA)
 - "Home" (Anton Chekhov) (E)
 - "Rothschild's Fiddle" (Anton Chekhov) (EA)
 - "Sleepy" (Anton Chekhov) (EA)
 - *Tales of the Late Ivan Petrovich Belkin* (Alexander Pushkin) (selections)
 - "The Duel" (Anton Chekhov) (EA)
 - "The Head-Gardener's Story" (Anton Chekhov) (EA)
 - "The Nose" (Nikolai Gogol) (E)
 - "The Overcoat" (Nikolai Gogol) (EA)

- “The Steppe” (Anton Chekhov) (EA)
- “The Tale of How Ivan Ivanovich Quarrelled with Ivan Nikiforovich” (Nikolai Gogol) (EA)
- *Today I Wrote Nothing: The Selected Works of Daniil Kharms* (Daniil Kharms) (selections)
- “Ward No. 6” (Anton Chekhov) (EA)

Informational Texts

Nonfiction

- “A Slap in the Face of Public Taste” (Velimir Khlebnikov, Aleksey Kruchenykh and Vladimir Mayakovsky)
- “Dostoyevsky’s Metaphor of the ‘Underground’” (Monroe C. Beardsley)
- *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (Sheila Fitzpatrick) (Chapters One, Five and Eight)
- *Literary St. Petersburg: A Guide to the City and Its Writers* (Elaine Blair) (selections)
- *My Pushkin* (Marina Tsvetaeva)
- *Night Wraps the Sky: Writings By and About Mayakovsky* (Vladimir Mayakovsky and Michael Almerayda, ed.) (selections)
- *Nikolai Gogol* (Vladimir Nabokov) (Chapter One)
- *Poets With History and Poets Without History* (Marina Tsvetaeva)
- *Russia and the Soviet Union: An Historical Introduction from the Kievan State to the Present* (John M. Thompson) (Chapters Nine through Twelve)
- *The Gulag Archipelago: An Experiment in Literary Investigation* (Aleksandr Solzhenitsyn) (excerpts)
- *The Proud Tower: A Portrait of the World Before the War, 1890-1914* (Barbara Tuchman) (Chapter Two)

Art, Music and Media

- Art
 - **Russia**
 - Marc Chagall, *I and the Village* (1911)
 - St. Basil’s Cathedral (Moscow, Russia, 1555-1561)
 - Wassily Kandinsky, *Moscow I* (1916)
- Music
 - Dmitri Shostakovich, *The Nose* (1928)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Vocabulary, Language Usage

While reading the texts in this unit, keep a record in your journal or on a shared spreadsheet of words with multiple connotations. List some possible synonyms for the word as you think the author intended it to be understood. (L.9-10.4, L.9-10.5)

Art, Speaking and Listening

Look at two artists who were born in Russia and migrated to Western Europe: Kandinsky and Chagall. What do you see in their artworks? How does the fantastic interact with the figurative? Does this remind you of any of the literary works you are reading in this unit? Are these works abstract in a typical way, or in different ways? (SL.10.1, SL.10.2)

Art, Speaking and Listening

Examine the architecture of St. Basil's Cathedral. What do you see? How does the color, style, and opulence affect your perception of religion in Russia? How might you categorize this type of architecture? Is this distinctly Russian architecture, or do you see a hybridization of eastern and western European elements? (SL.10.1, SL.10.2)

Reading Literature, Informative Writing

Seminar: How reliable is the narrator in the short story "The Nose"? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.4, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Informative Writing

Seminar: Why does Dostoevsky's "Underground Man" reject the idea of the Crystal Palace? Use textual evidence to support your response. Write an informative/explanatory essay using at least three textual details to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.9-10.1, W.9-10.2, W.9-10.9, SL.9-10.3, L.9-10.3)

Research, Reading Literature, Reading Informational Text, Informative Writing

Choose an important event in Russian history (e.g., the Bolshevik Revolution) and write an informative/explanatory essay in which you discuss its impact on a selection from Russian literature. Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich your understanding of the historical event in question. The paper should include the following sections:

- Summary of the historical event in question (i.e., causes, brief history, significant details, and effects)
- Key ideas (including passages) from the author's work that support the thesis about the impact of the historical event
- Reflective conclusion about the event and its short- and long-term effects on Russian literature

The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (W.9-10.1, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10)

Reading Literature, Oral Presentation

Cite examples of narrative repetition or digression in one of the works you have read; comment on its significance in the story. Your teacher may ask you to record your presentation as a podcast for publication on the class web page. (RL.9-10.5)

Reading Literature, Performance

Recite a favorite passage from one of the stories in this unit. Include an introduction that states:

- From where it is excerpted
- Who wrote it

- Its literary significance

Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.4, SL.9-10.6)

Reading Literature, Informative Writing, Speaking and Listening

Seminar: Discuss "A Slap in the Face of Public Taste" before and after learning the historical context. How do historical references affect your interpretation of the document? Refer to the literary and informational texts to support your response. Write an informative/explanatory essay using at least three textual details to support an original thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.9-10.6, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Informative Writing

Seminar: How does the narrator in "The Overcoat" resemble and diverge from the protagonist? What is the importance of Akakii's name—how he was named, what his name means to the story, and how it plays out? What changes in Akakii's life when the tailor first informs him that he needs a "new" overcoat? The word "new" has a profound effect on him—why? Write an informative/explanatory essay that uses at least three pieces of textual evidence to support an original thesis statement answering one of these questions. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, SL.9-10.1, W.9-10.2, W.9-10.9)

Speaking and Listening

Reflect on Seminar Questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.9-10.1, SL.9-10.1)

Reading Literature, Reading Informational Text, Informative Writing

This writing assignment follows the reading of *Notes from the Underground*, by Fyodor Dostoyevsky (*optional*: and the reading of "Dostoyevsky's Metaphor of the 'Underground,'" by Monroe C. Beardsley). Compose an informative/explanatory essay in which you address the following questions: Dostoyevsky laments the fate of the "nineteenth century intellectual ... who has been affected by education and European civilization." Beardsley argues that this man, Dostoyevsky's Underground Man, has a "need for absolute freedom." How does the protagonist of *Notes* rebel? How does his condemnation of the 108,000 logarithms fit into his rebellion? How does he grapple with his need for freedom? Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.1.1, RI.1.6, W.9-10.2)

Reading Literature, Informative Writing

Seminar: Explore the spiritual and emotional changes of Ivan Ilyich in Tolstoy's "The Death of Ivan Ilyich" or of Dr. Ragin in Chekhov's "Ward No. 6." How and why does the main character change throughout the story? Write an informative/explanatory essay using three to six pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.2, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Poetry, Reading Literature, Informative Writing

Seminar: How does the Bolshevik Revolution help us understand Blok's poem "The Twelve" (or another work of early twentieth-century Russian literature)? Use evidence from informational texts, as well as the poem itself. Write an informative/explanatory essay using at least three pieces of textual evidence to support an original thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.6, RI.9.10.3, SL.9-10.1, W.9-10.2, W.9-10.9)

Research, Reading Literature, Reading Informational Text, Informative Writing, Oral Presentation

Conduct and present research on the life of one of the authors whose work you have read for this course. How did historical events affect the author's point of view? How does the author express his or her point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. Your teacher may ask you to record your presentation as a podcast for publication on the class web page. (SL.9-10.4) (RI.9-10.10)

ADDITIONAL RESOURCES

- *REESWeb: The World Wide Web Virtual Library for Russian and Eastern European Studies* (University Center for International Studies, University of Pittsburgh)
- *Friends & Partners—Linking U.S.-Russia Across the Internet*

TERMINOLOGY

- The absurd
- Allusion
- Antihero
- Bolshevik revolution
- Carnavalesque
- Communism
- Digression
- Fantasy
- Fate
- Grotesque
- Gulag
- Irony
- Narrator reliability
- Paranormal
- Persona
- Repetition
- Stalinism
- Verse (syllabic, accentual, syllabic-accentual)

Aims Test Spring 2013

5th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	9.2	77%
Concept 4: Vocabulary	6	4.4	73%
Concept 6: Comprehension	6	4.8	80%
Strand 2: Comprehending Literary Text	17	10.4	61%
Concept 1: Elements of Literature	17	10.4	61%
Strand 3: Comprehending Informational Text	25	17.6	70%
Concept 1: Expository Text	13	9	69%
Concept 2: Functional Text	6	4.6	77%
Concept 3: Persuasive Text	6	4	67%
Total	54	37.2	69%

6th grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	8.82	73%
Concept 4: Vocabulary	6	4.91	82%
Concept 6: Comprehension	6	3.91	65%
Strand 2: Comprehending Literary Text	17	12.45	73%
Concept 1: Elements of Literature	17	12.45	73%
Strand 3: Comprehending Informational Text	25	17.64	71%
Concept 1: Expository Text	13	8.09	62%
Concept 2: Functional Text	6	4.82	80%
Concept 3: Persuasive Text	6	4.73	79%
Total	54	38.91	72%

7th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	8.25	69%
Concept 4: Vocabulary	6	4.25	71%
Concept 6: Comprehension	6	4	67%
Strand 2: Comprehending Literary Text	17	11.5	68%
Concept 1: Elements of Literature	13	8.25	63%
Concept 2: Historical and Cultural Aspects of Literature	4	3.25	81%
Strand 3: Comprehending Informational Text	25	19.25	77%
Concept 1: Expository Text	12	9	75%
Concept 2: Functional Text	7	6.25	89%
Concept 3: Persuasive Text	6	4	67%
Total	54	39	72%

8th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	9	6.5	72%
Concept 4: Vocabulary	3	2	67%
Concept 6: Comprehension	6	4.5	75%
Strand 2: Comprehending Literary Text	18	13.5	75%
Concept 1: Elements of Literature	14	10	71%
Concept 2: Historical and Cultural Aspects of Literature	4	3.5	88%
Strand 3: Comprehending Informational Text	27	21	78%
Concept 1: Expository Text	13	10	77%
Concept 2: Functional Text	8	6	75%
Concept 3: Persuasive Text	6	5	83%
Total	54	41	76%

5th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	25	15.4	62%
Concept 1: Number Sense	11	6	55%
Concept 2: Numerical Operations	10	7.2	72%
Concept 3: Estimation	4	2.2	55%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	8.2	68%
Concept 1: Data Analysis	4	2.6	65%

Concept 2: Probability	4	3	75%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	2.6	65%
Strand 3: Patterns, Algebra and Functions	11	6.6	60%
Concept 1: Patterns	4	1.6	40%
Concept 3/4: Algebraic Representations/Analysis of Change	7	5	71%
Strand 4: Geometry and Measurement	10	6.2	62%
Concept 1: Geometric Properties	5	3	60%
Concept 4: Measurement	5	3.2	64%
Strand 5: Structure and Logic	9	6.4	71%
Concepts 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	9	6.4	71%
Total	67	42.8	64%

6th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	23	12.73	55%
Concept 1: Number Sense	9	6.27	70%
Concept 2: Numerical Operations	10	4.18	42%
Concept 3: Estimation	4	2.18	55%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	6.55	55%
Concept 1: Data Analysis	4	2.36	59%
Concept 2: Probability	4	1.91	48%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	2.27	57%
Strand 3: Patterns, Algebra and Functions	11	7.91	72%
Concept 1/2: Patterns/ Functions and Relationships	4	2.91	73%
Concept 3/4: Alegebraic Representations/Analysis of Change	7	5.00	71%
Strand 4: Geometry and Measurement	13	8.45	65%
Concept 1/2: Geometric Properties/ Transformation of Shapes	4	2.09	52%
Concept 3: Coordinate Geometry	4	3.00	75%
Concept 4: Measurement	5	3.36	67%
Strand 5: Structure and Logic	9	5.45	61%

Concepts 1/2: Algorithms/Logic, Reasonin, Problem Solving, Proof	9	5.45	61%
Total	68	41.00	60%

7th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	17	10.25	60%
Concept 1: Number Sense	5	2.5	50%
Concept 2: Numerical Operations	8	5.25	66%
Concept 3: Estimation	4	2.5	63%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	13	7.5	58%
Concept 1: Data Analysis	4	2.75	69%
Concept 2: Probability	5	2.75	55%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	2	50%
Strand 3: Patterns, Algebra and Functions	13	7.25	56%
Concept 1/2: Patterns/ Functions and Relationships	4	2.5	63%
Concept 3/4: Alegebraic Representations/Analysis of Change	9	4.75	53%
Strand 4: Geometry and Measurement	15	10.25	68%
Concept 1/2: Geometric Properties/ Transformation of Shapes	9	6.25	69%
Concept 4: Measurement	6	4	67%
Strand 5: Structure and Logic	10	6.5	65%
Concepts 1/2: Algorithms/Logic, Reasonin, Problem Solving, Proof	10	6.5	65%
Total	68	41.75	61%

8th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	12	8	67%
Concept 1: Number Sense	4	2	50%
Concept 2: Numerical Operations	4	3	75%
Concept 3: Estimation	4	3	75%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	9.5	79%
Concept 1: Data Analysis	4	4	100%
Concept 2: Probability	4	3	75%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	2.5	63%

Strand 3: Patterns, Algebra and Functions	18	14	78%
Concept 1/2: Patterns/ Functions and Relationships	6	6	100%
Concept 3: Algebraic Representations	8	6	75%
Concept 4: Analysis of Change	4	2	50%
Strand 4: Geometry and Measurement	16	10	63%
Concept 1: Geometric Properties	4	2	50%
Concept 2: Transformation of Shapes	4	3	75%
Concept 3: Coordinate Geometry	4	3	75%
Concept 4: Measurement	4	2	50%
Strand 5: Structure and Logic	10	8	80%
Concepts 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	10	8	80%
Total	68	49.5	73%

AIMS Pretest Given in January

5TH GRADE					
NAME	WRITING	READING		MATH	
Adam,	7/9	24/28	86%	18/33	55%
Adam,	7/9	25/28	89%	11/33	33%
Amaya,	9/9	28/28	100%	28/33	85%
Arabyan	5/9	18/28	64%	13/33	39%
Heartburg,	7/9	22/28	79%	14/33	42%
Init,	4/9	17/28	61%	11/33	33%
6TH GRADE					
NAME	WRITING	READING		MATH	
Adarmes,	5/9	24/27	89%	20/34	59%
Arabyan,	3/9	9/27	33%	4/34	12%
Fillingame,	6/9	22/27	81%	18/24	75%
Franca, y	6/9	17/27	63%	6/34	18%
Garcia-	7/9	23/27	85%	18/24	75%
Gulizia,	8/9	21/27	78%	20/34	59%
Littenberg,	6/9	24/27	89%	17/34	50%
Martinez,	6/9	19/27	70%	11/34	32%
Ransley,	7/9	19/27	70%	18/24	75%
Richards,	5/9	13/27	48%	9/34	26%

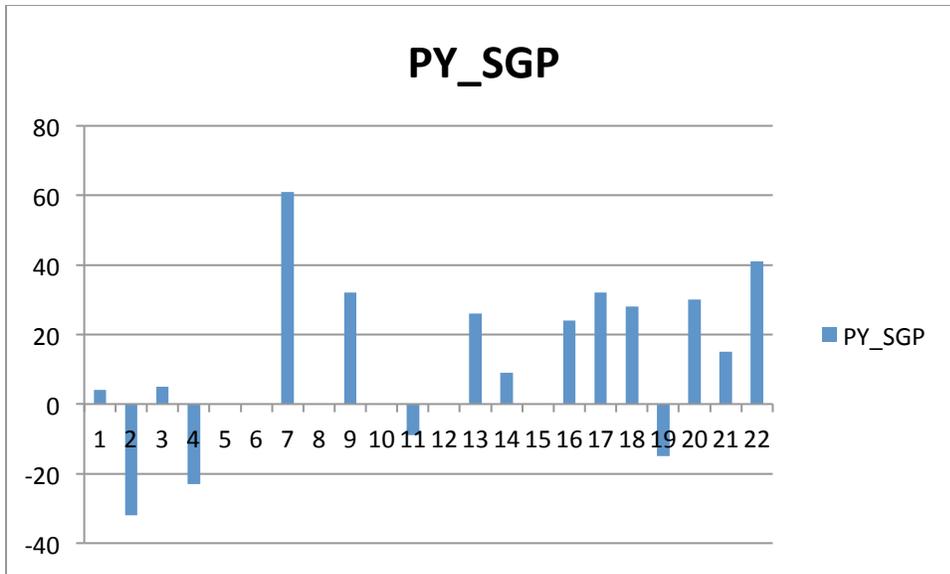
Zuniga	7/9	21/27	78%	16/34	47%
7TH GRADE					
NAME	WRITING	READING		MATH	
Amaya,	6/9	21/26	81%	30/34	88%
Aramdee,	6/9	22/26	85%	25/34	74%
Rennie,	8/9	20/26	77%	23/34	68%
Seki,	5/9	13/26	50%	11/33	32%
Soza,	5/9	17/26	65%	17/33	50%
8TH GRADE					
NAME	SCIENCE	READING		MATH	
Hallet,	12/28	22/27	81%	11/34	32%
McCarthy,	17/28	18/27	67%	27/34	79%
Murray	13/28	20/27	74%	14/34	41%

Current Lexile Reading Levels based on AIMS 2103 Score This years students

FirstName	Student Grade	Performance	2013	Lexile Level	2013 on track	Previous	2012	Lexile Level	2012 on track
ADLER	6	M	542	1080	TRUE	E	548	1113	TRUE
JOSE	7	M	541	1074	TRUE	M	488	775	FALSE
NICOLE	7	M	547	1108	TRUE	M	531	1018	TRUE
PACHARA	8	M	546	1102	TRUE	M	521	961	TRUE
JACOB	8	M	503	860	FALSE	M	489	781	FALSE
Gabriel	5	M	509	894	TRUE	n/a	0	0	
Hudson	5	M	484	753	TRUE	M	471	679	TRUE
Malina	6	M	511	905	TRUE	M	459	612	TRUE
Samuel	7	n/a		0		n/a	0	0	
Samantha	7	M	495	815	TRUE	M	491	792	TRUE
Winsom	7			0				0	
Ali	8			0				0	
Luca	8	A	454	584	FALSE	A	405	307	FALSE
Hillary	8	M	514	922	TRUE	M	520	956	TRUE

International Charter School of Arizona

		2013 Traditional Elementary School (5-8)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	52	75	25
	Reading	60	75	25
1b. SGP Bottom 25%	Math	NR	0	0
	Reading	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	71 / 62.8	75	11.25
	Reading	94 / 79.8	100	11.25
2b. Composite School Comparison	Math	5.1	75	11.25
	Reading	11.6	75	11.25
2c. Subgroup ELL	Math	NR / 0	0	0
	Reading	NR / 0	0	0
2c. Subgroup FRL	Math	NR / 0	0	0
	Reading	NR / 0	0	0
2c. Subgroup SPED	Math	NR / 0	0	0
	Reading	NR / 0	0	0
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		A	100	5
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		79.06		100



All students from 2013 spring assessment and their growth.

Galileo Results

Reading 5

Students	2013-14 ATI AZ Reading 05 Gr. _Pretest-IE Possible Scores: 671 to 1261 Avg DL: 935 ES: 1113 MS: 856 AS: 762	2013-14 ATI AZ Reading 05 Gr. CBAS #1 Possible Scores: 706 to 1289 Avg DL: 979 ES: 1126 MS: 869 AS: 775	2013-14 ATI AZ Reading 05 Gr. CBAS #2 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
35791294	1025 (MS)	979 (MS)	22	★ On Course (minimal risk)
28764984	844 (AS)	979 (MS)	24	■ Low Risk

Reading 6

Students	2013-14 ATI AZ Reading 06 Gr. _Pretest-IE Possible Scores: 781 to 1378 Avg DL: 1069 ES: 1268 MS: 997 AS: 898	2013-14 ATI AZ Reading 06 Gr. CBAS #1 Possible Scores: 793 to 1375 Avg DL: 1042 ES: 1279 MS: 1008 AS: 909	2013-14 ATI AZ Reading 06 Gr. CBAS #2 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
27900987	947 (AS)	964 (AS)	---	■ Moderate Risk

27975015	1134 (MS)	1145 (MS)	---	★ On Course (minimal risk)
28370123	1096 (MS)	---	---	★ On Course (minimal risk)
27436820	1108 (MS)	1145 (MS)	19	★ On Course (minimal risk)
37687502	1059 (MS)	915 (AS)	14	■ Low Risk

Reading 7

Students	2013-14 ATI AZ Reading 07 Gr. _Pretest-IE Possible Scores: 914 to 1485 Avg DL: 1115 ES: 1343 MS: 1108 AS: 1013	2013-14 ATI AZ Reading 07 Gr. CBAS #1 Possible Scores: 888 to 1482 Avg DL: 1050 ES: 1348 MS: 1113 AS: 1018	2013-14 ATI AZ Reading 07 Gr. CBAS #2 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
28369394	1144 (MS)	---	---	★ On Course (minimal risk)
41449202	1108 (MS)	---	---	★ On Course (minimal risk)
40337937	1047 (AS)	958 (FFB)	14	■ Moderate Risk
23477667	1047 (AS)	1052 (AS)	---	■ Moderate Risk
25999143	1120 (MS)	1127 (MS)	18	★ On Course (minimal risk)
25161793	1225 (MS)	1064 (AS)	---	■ Low Risk

Reading 8

Students	2013-14 ATI AZ Reading 08 Gr. _Pretest-IE Possible Scores: 996 to 1583 Avg DL: 1256 ES: 1456 MS: 1222 AS: 1161	2013-14 ATI AZ Reading 08 Gr. CBAS #1 Possible Scores: 1004 to 1609 Avg DL: 1195 ES: 1462 MS: 1228 AS: 1167	2013-14 ATI AZ Reading 08 Gr. CBAS #2 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
24923927	1234 (MS)	1183 (AS)	---	■ Low Risk
21859168	1380 (MS)	1224 (AS)	33	■ Low Risk
11111111	1125 (FFB)	1131 (FFB)	19	■ Moderate Risk
30315600	1341 (MS)	1278 (MS)	29	★ On Course (minimal risk)
39093592	1198 (AS)	1157 (FFB)	9	■ Moderate Risk

ELA Grade 9

Students	2013-14 ATI AZ Reading 09 Gr. _Pretest-IE Possible Scores: 1091 to 1672 Avg DL: 1390 ES: 1535 MS: 1299 AS: 1189	2013-14 ATI AZ Reading 09 Gr. CBAS #1 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
22877154	1302 (MS)	22	★ On Course (minimal risk)
30313583	1490 (MS)	18	★ On Course (minimal risk)
22447296	1384 (MS)	24	★ On Course (minimal risk)
23561618	1384 (MS)	23	★ On Course (minimal risk)

Math 5

Students	2013-14 ATI AZ Math 05 Gr. _Pretest-IE Possible Scores: 713 to 1285 Avg DL: 900 ES: 1051 MS: 936 AS: 876	2013-14 ATI AZ Math 05 Gr. CBAS #1 Possible Scores: 0 to 45 <i>Only raw score available</i>	2013-14 ATI AZ Math 05 Gr. CBAS #2 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
35791294	924 (AS)	23	19	■ Moderate Risk
28764984	876 (AS)	21	13	■ Moderate Risk

Math 6

Students	2013-14 ATI AZ Math 06 Gr. _Pretest-IE Possible Scores: 797 to 1377 Avg DL: 1034 ES: 1163 MS: 1044 AS: 959	2013-14 ATI AZ Math 06 Gr. CBAS #1 Possible Scores: 0 to 45 <i>Only raw score available</i>	2013-14 ATI AZ Math 06 Gr. CBAS #2 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
27900987	947 (FFB)	13	---	■ Moderate Risk
27975015	900 (FFB)	22	---	■ Moderate Risk
28370123	1163 (ES)	---	---	★ On Course (minimal risk)
27436820	1126 (MS)	24	6	★ On Course (minimal risk)
37687502	1032 (AS)	13	19	■ Moderate Ris

Math 7

2013-14 ATI AZ Math 07 Gr. _Pretest-IE Possible Scores: 880 to 1479	2013-14 ATI AZ Math 07 Gr. CBAS #1 Possible Scores: 0	2013-14 ATI AZ Math 07 Gr. CBAS #2 Possible Scores:	Risk Assessment

Avg DL: 1162 ES: 1228 MS: 1128 AS: 1053	to 45 <i>Only raw score available</i>	0 to 45 <i>Only raw score available</i>		
28369394	1241 (ES)	---	---	★ On Course (minimal risk)
41449202	1190 (MS)	---	---	★ On Course (minimal risk)
40337937	1078 (AS)	19	12	■ Moderate Risk
23477667	1041 (FFB)	10	20	■ Moderate Risk
25999143	1241 (ES)	22	18	★ On Course (minimal risk)
25161793	1178 (MS)	12	18	★ On Course (minimal risk)

Math 8

Students	2013-14 ATI AZ Math 08 Gr. _Pretest-IE Possible Scores: 991 to 1581 Avg DL: 1261 ES: 1299 MS: 1191 AS: 1166	2013-14 ATI AZ Math 08 Gr. CBAS #1 Possible Scores: 1021 to 1627 Avg DL: 1257 ES: 1316 MS: 1208 AS: 1183	2013-14 ATI AZ Math 08 Gr. CBAS #2 Possible Scores: 0 to 45 <i>Only raw score available</i>	Risk Assessment
24923927	1179 (AS)	1244 (MS)	9	■ Low Risk
21859168	1384 (ES)	1351 (ES)	26	★ On Course (minimal risk)
11111111	1204 (MS)	1258 (MS)	11	★ On Course (minimal risk)
30315600	1252 (MS)	1244 (MS)	19	★ On Course (minimal risk)
39093592	1288 (MS)	1189 (AS)	11	■ Low Risk

Math 9

Only Pretest exists

Course Offerings	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Language A	English Language Arts (Reading, Composition, Speaking)	English Language Arts (Reading, Composition, Speaking)	English Language Arts (Reading, Composition, Speaking)	English Language Arts (Reading, Composition, Speaking)	English Language Arts (Reading, Composition, Speaking)	English Language Arts (Reading, Composition, Speaking)
Language B	Spanish Level I and II (Speaking, Reading, Composition, & Culture)	Spanish Level I and II (Speaking, Reading, Composition, & Culture)	Spanish Level I and II (Speaking, Reading, Composition, & Culture)	Spanish Level I and II (Speaking, Reading, Composition, & Culture)	Spanish Level I and II (Speaking, Reading, Composition, & Culture)	Spanish Level I and II (Speaking, Reading, Composition, & Culture)
Math	Math	Math	Pre-Algebra	Algebra 1	Geometry	Pre Calculus
Science	Integrated Science	Earth & Space Science	Life Science	Introduction Physics & Chemistry		Biology
Humanities	American Studies I (Geography, Government, Economics and History of Earliest Native American cultures to the Civil War)	Global Studies I (Geography, Government, Economics and History of earliest cultures through the Enlightenment)	American Studies II (Geography, Government, Economics and History of the Civil War through the Great Depression)	Civics (Geography, Government, Economics and the Contemporary world)	Global Studies (Geography, Government, Economics and the Contemporary world)	World History (Geography, Government, Economics and History of earliest European and Middle Eastern cultures)
Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts
PE	PE 5	PE 6	PE 7	PE 8	PE 9	PE 10

Technology	Technology 5 (Clean World)	Technology 6 (The Last Frontier)	Technology 7 (CEO World)	Technology 8 (Robot World)	Technology (Engineering)	Technology (Impact on Humanity)
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High School Plan

ICSAZ will offer all core courses for graduation including English, Algebra 1, Geometry, Algebra 2, Pre-Calculus, Social Studies (Government, Economic, World History and United States History), Sciences (Biology, Chemistry, Physics, Earth Science), and electives including Foreign Language, Physical Education, Visual Arts, and Technology. As a Middle School we have chosen to hire teachers with their certification in Grades 7 through 12. We also provide IB MYP training for all teachers the summer before teaching begins. This will enable us to use the current staff and expand their job descriptions, for any class requiring specific highly qualified status we will hire a teacher to fill that position.

English 9, Advanced Level

1 Credit Grade 9

English 9 is designed to meet the needs of the advanced student by presenting enriched materials in an accelerated manner. It is the first in a four-year series in the MYP International Baccalaureate Program and is essential for building a background of knowledge necessary for IB Language A1. This course is designed for students who have advanced abilities in grammar, composition, and reading. Content includes accelerated coverage of grammar, vocabulary, and advanced composition. Students will also have the opportunity for creative writing. The expansive reading program, which includes selections from both American and world literature, will emphasize analysis, synthesis, and critical thinking. In addition, students will be required to complete a research paper according to MLA guidelines.

English 10, Advanced Level

1 Credit Grade 10

Prerequisite: English 9 Adv. Level

English 10 is designed to meet the needs of the advanced student by presenting enriched materials in an accelerated manner. It is considered an MYP IB course and is essential for building a background of knowledge necessary for IB Language A1. Because of the nature of the IB requirements, students will be required to combine American and world literature into a single year of study. Emphasis will be placed on critical and creative thinking through writing and class discussion. In addition, language skills including vocabulary development, grammar, research, and analysis are

integrated into the course. Students will be required to read and respond to several ancillary works both during the summer preceding the class as well as throughout the school year. Students will be required to complete a research paper according to MLA guidelines. This course will focus on the skills and knowledge necessary for successful admission and completion of IB Language A1 requirements.

A1 Language

1 Credit

Grade 11

Prerequisite: English 10. Adv. Level

IB Language A1 is a two-year course following prescribed guidelines of the International Baccalaureate Program. *Advanced Placement English 11* (Language and Composition) is a college level course of English composition, language, and literature designed for highly motivated students who have demonstrated exceptional skills in English. Works studied include those outlined in the course description as established by College Entrance Exam Board with an emphasis on British literature, rhetorical structures, and the modes of discourse (narrative, descriptive, expository, and argumentative). In addition, this course follows the Prescribed World Literature List and fulfills the required externally assessed papers and oral commentaries. Summer (or ancillary) reading is required.

A1 Language

1 Credit

Grade 12

Prerequisite: English 11.

IB Language A1 is a two-year course following prescribed guidelines of the International Baccalaureate Program. *Advanced Placement English 12* (Literature and Composition) is a college level course of English composition, language, and literature designed for highly motivated students who have demonstrated exceptional skills in English. The works studied include those outlined in the course description as established by the College Entrance Exam Board with an emphasis on world literature, literacy analysis, and creative writing. In addition, this course follows the Prescribed World Literature List and fulfills the required externally assessed papers and oral commentaries. Students are expected to sit for IB formal oral exams (externally assessed) and are expected to sit for IB written exams. Summer (or ancillary) reading is required, and students are expected to take the International Baccalaureate Exam for possible college credit.

Algebra I, Advanced Level

1Credit

Grade 9

MYP IB Algebra I is the first course in the study of the fundamentals of algebra. The curriculum includes operation and properties of real numbers, solving equations using the properties of equality, operations with polynomials, factoring polynomials, operations with fractions, introduction to linear functions and quadratic functions, solving systems of linear equations, solving inequalities, applying the properties of irrational numbers, and solving quadratic equations.

Geometry, Advanced Level

1 Credit

Grade 9 - 10

Prerequisite: Pre-AP Algebra I. or Algebra I Advanced Level

Geometry, a basic Euclidean approach to geometry, is a balance of theory and application. The understanding of proof and the ability to write proofs are major goals in the study of geometry. Algebraic skills are reviewed and strengthened through application to solving problems in geometry. Topics covered include parallel lines, parallelograms, congruent triangles, similar triangles, right triangles, circles, area and perimeter of polygons, and surface area and volume of solids. The course also includes trigonometry, constructions and loci, coordinate geometry, and transformations.

Algebra II

1 Credit

Grade 9- 10

Prerequisite: Pre-AP Algebra I or Algebra I Advanced Level

Algebra II is a rigorous in-depth study and extension of the topics covered in *Algebra I*. Topics included are the study of quadratic functions, nth degree polynomials using graphical and analytical methods, exponential and logarithmic functions, conic sections, matrices, complex numbers, elementary trigonometry, and probability and statistics. A graphing calculator is used as a tool to facilitate the understanding of the above topics.

Pre-calculus

1 Credit

Grade 10-11

Prerequisite: Geometry and Algebra II.

Pre-calculus covers the topics of trigonometry including graphs, applications, polar coordinates and vectors. Also covered are the advanced mathematical concepts of conic sections, matrices, functions, theory of equations, complex numbers, logarithms, series, permutations and

combinations, and probability and statistics. Scientific and graphing calculators are used throughout the course. This course is designed to provide a solid background for the study of calculus at the high school or college level.

Math Studies (SL) IB Discrete Mathematics

1 Credit

Grade 11-12

Prerequisite: Pre-calculus

Math Studies SL is offered as an alternate to *Mathematics* and assumes knowledge of the topics covered in *Pre-calculus*. In this course, topics include matrices, systems of equations, linear programming, series, sets and Venn diagrams, permutations and combinations, probability and statistics. Emphasis is placed on mathematical concepts. Course work incorporates the use of graphing calculators and/or computers. An in-depth review for the International Baccalaureate Math Studies SL Exam is the focus of the fourth quarter of study.

Graduation Requirements

ICSAZ grants a diploma with the successful completion of 22 credit hours and passing of the AIMS exam. Students transferring will have their transcripts analyzed for comparable required classes and the requisite number of credits for graduating. ICSAZ will give comparable credit for comparable classes. Classes that are not comparable to our high standards will be given elective credit. Passing all portions of the AIMS test is required for graduation. Students seeking the IB diploma must pass the IB exam in six areas taken during the Junior and Senior year of High School. Students need to receive a grade of ‘C’ or above for any transfer grade and for credit as a core in our curriculum. Any grade earned below a ‘C’ for a course and the course will count as an elective credit only.

Credits for Graduation:

English	4
Mathematics	4
Science	3 Must be lab sciences
Arizona/US History	1
Government/Economics	1
World History	1
CTE	1
Fine Arts	1
Foreign Language	4
Electives	2
<i>Total Credits</i>	<i>22</i>