Continuous Improvement Plans

3rd/4th Quarter Unit Plans:

Mr. Brucklier's classroom unit for Chemistry 9th – 12th – How should we search for life beyond earth?

Priority Standard:
HS-PS 1-1 Matter & its interaction
This chemistry unit on the structure and properties of matter focuses on the substances scientists should look for when looking for life on other planets. Students explore the properties of substances necessary for life on Earth and how they interact with other substances, figuring out key ideas about charges on atoms and molecules, and patterns of bonding, focusing initially on the unique properties of water and then applying their knowledge to other elements. Students will learn to use the Periodic Table to predict what atoms will react with other atoms and identify substitutions for elements necessary for life on Earth that scientists could look for when searching for life on other planets. Students learn how scientists use probes to explore materials on planets in our solar system and information on light from other planets in faraway solar systems to determine what elements are there.

The SMARTIE Goal associated with this unit:
From February 20 – April 9, six (6) McKinney Vento students, will move from a baseline average of 40% (approaching standard) to 80% (meeting or exceeding standard) on this unit.

Ms. Gavranich's classroom unit for Algebra 1A – Linear Equations

Priority Standards:
A.CED.A – Create equations that describe numbers or relationships

A.REI.A – Understand solving equations as a process of reasoning and explain the reasoning

A.REI.D – Represent and solve equations and inequalities graphically

A.SSE.A – Interpret the structure of expressions

The SMARTIE Goal associated with this unit:
By 3/22/24 25% of all students, who attend 3 or more days a week, will be able to solve a multistep equation and find slope from a table or graph

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Ms. Green's classroom unit for 9th/10th ELA – A Raisin in the Sun

Priority Standards:
RL.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. By the end of grade 10, read and comprehend literature,

including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
Writing Umbrella:
W.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening

SL.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

The SMARTIE Goal associated with this unit:

- Specific – Students will be able to:
    - Read and comprehend the play “A Raisin in the Sun”.
    - Identify and explain the theme of “A Raisin in the Sun”.
    - Connect and explain two literature devices that connect to the theme of “A Raisin in the Sun”.
    - Write and meet standard on a multi-paragraph literature analysis essay.
    - Write and meet standard on a literature analysis visual presentation.
- Measurable – Students’ progress will be track by:
    - Formative assignments that are aligned with the essential questions. These assignments will receive feedback.

Students can use these assignments as prewrites for their summative assignment.
    - Summative assignment is to write a literature analysis essay. Students will complete all steps of the writing process: prewrite, revise and final draft. Feedback throughout.
- Attainable-How will you do it?
    - Introduction
        - authors with biography assignment
        - how to read a play class discussion
        - class materials and where to find them.
    - During
        - Reading the play and splitting up by acts and scenes.
        - After reading acts and scenes students will watch a summary of the act and scene.
        - Formative assignments that connect with essential question and the summative literature analysis essay.
    - Summative Final
        - Write a multi paragraph literature analysis essay.
        - Prewrite-brainstorm and outline each paragraph. Teacher feedback. Submit rough draft. Revise rough draft. Submit final draft.
- Relevant- Connects to ELA standards listed above.
- Timely-February 12, 2024, to April 12, 2024
- Inclusive
    - Play represents
        - African American voices that students may be unfamiliar with.
        - A time in American history that African Americans civil rights were violated, and they were fighting for civil rights.
        - This play's themes can be connected to marginalized groups.

- Equity minded.
    - Play will be presented
        - Print where students will choose to read alone or as a class. Students will also have an electric copy.
        - Audio where students will choose to listen alone or as a class.
        - Video where students can watch alone as a class.
    - Formative assignments
        - Small assignments that connect to the summative literature analysis essay.
        - Students will be able to use these assignments to write their summative essay.
        - Students are encouraged to share their family's story as it connects to the play.
    - Summative assignment
        - Write a multi-paragraph literature analysis essay.
        - Students will be provided a rubric where they will be taught how to meet standard.

Ms. Hogan's classroom unit for Contemporary World Problems – <u>United Nations – Understand what the Sustainable Development Goals are and what they mean for the people of the world.</u>

Priority Standards:
• SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

• SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.

- Focus: “Globalizing the local, localizing the global”
  - Why would this be an important concept?
  - Essential Question: What is the most effective way to solve global issues?

- In this unit, what students need to UNDERSTAND is….
  - There are many global issues (The United Nations has 17 Sustainable Development Goals) in the world which, when addressed, might be best managed/tackled at the local level. There needs to be political will and coordination to address the issues.

- In this unit, what students need to be able to DO is……
  - Analyze local and global issues, relate these to their own lives or lives of others, think critically when accessing resources, be able to distinguish between mis-, dis-, and mal- information.

The SMARTIE Goal associated with this unit:
From February 13 – March 29, Students will develop a research project to explore the United Nations Sustainable Development Goals, over time and place, gathering information from at least five varied sources and completing within the length of the unit.

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Mr. Marcia's classroom unit for 9th – 12th SPED Basic Individualized Math – Personal Finance

Priority Standards:
S.IC.B – Make inferences and justify conclusions from sample surveys, experiments and observational studies

The SMARTIE Goal associated with this unit:
From March 4 – March 29, Students will be able to review/analyze taxes and personal income to answer the question, how can we use our knowledge of basic arithmetic and percentages to better understand personal finance and help prepare for life after high school?

Ms. Tate's classroom unit for 9th -12th Food Science 1A – The Science of Food

Priority Standards:
9.5 – Demonstrate use of science and technology advancements in food product development and marketing

The SMARTIE Goal associated with this unit:
February 8 – March 1, Students in the Food Science 1A course will improve their proficiency level score by one level (25%) from pre-assessment to summative performance-based post assessment for analyzing the impact food science has on products, processes, and safety of foods.

Ms. Tulupan's classroom unit for 11th/12th ELA – Literacy Scrapbooks – Connecting to Cultures Different from Your Own

Priority Standards:
RL.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the test.

W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research

SL.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of

reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The SMARTIE Goal associated with this unit:
From February 6 – April 17, Students will be supported in their ability to draw evidence from literary texts to support analysis, reflection, and research while using their personal experience to connect with a character who comes from a different walk of life.