
Diploma Bound Program Design

Institute for Redesign of Learning

Westmoreland Academy

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Center for Research and Reform in Education

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Executive Summary

The Westmoreland Academy Diploma Bound program is an “academically-enriched program for students with autism” intended to foster “individual academic strengths and creativity...self management and social relationships.” The program was developed under the umbrella of multiple federal educational programs aimed at serving the specialized needs of its students (namely, IDEA and FAPE). An extensive review of the program indicates that the designers have identified an important gap in the educational system and have carefully crafted a responsive curriculum. The findings of this report primarily offer recommendations for improving the organization of the program delivery but also provides suggested activities for consideration.

Recommendations

- Consider adopting a Learning Management System (LMS) (1) for the delivery of course materials, (2) as a repository for student work, and (3) as a way for teachers to share resources easily and securely.
- Embrace multimodality in instruction, class activities, and assignments. Examples related to instruction include providing voice feedback on student work and recording classes for later viewing. Examples for students include multimodal assignments such as photojournalistic composition and recording podcasts.
- Emphasize metacognitive and reflective activities. Journaling (or blogging for more tech-savvy students) are high impact tools for self-reflection.
- Showcase student work. Suggestions include a weekly/monthly newsletter, student-run publication, or even a social media group / feed / channel.

Introduction

This design review was conducted from through the lens of an instructional designer and not a subject-matter expert. The difference is that an instructional designer approaches the instructional problem using a systematic process to analyze and design an appropriate instructional solution. Working alongside the subject-matter expert, the designer analyzes the content for perceived instructional effectiveness and offers specific recommendations for improvement. This program draft was evaluated against general practices, theories, and models in instructional design, and it is this specific type of framework that informed the design review. It is strongly encouraged that the materials in this draft continue to be evaluated at the formative, summative, and confirmative stages.

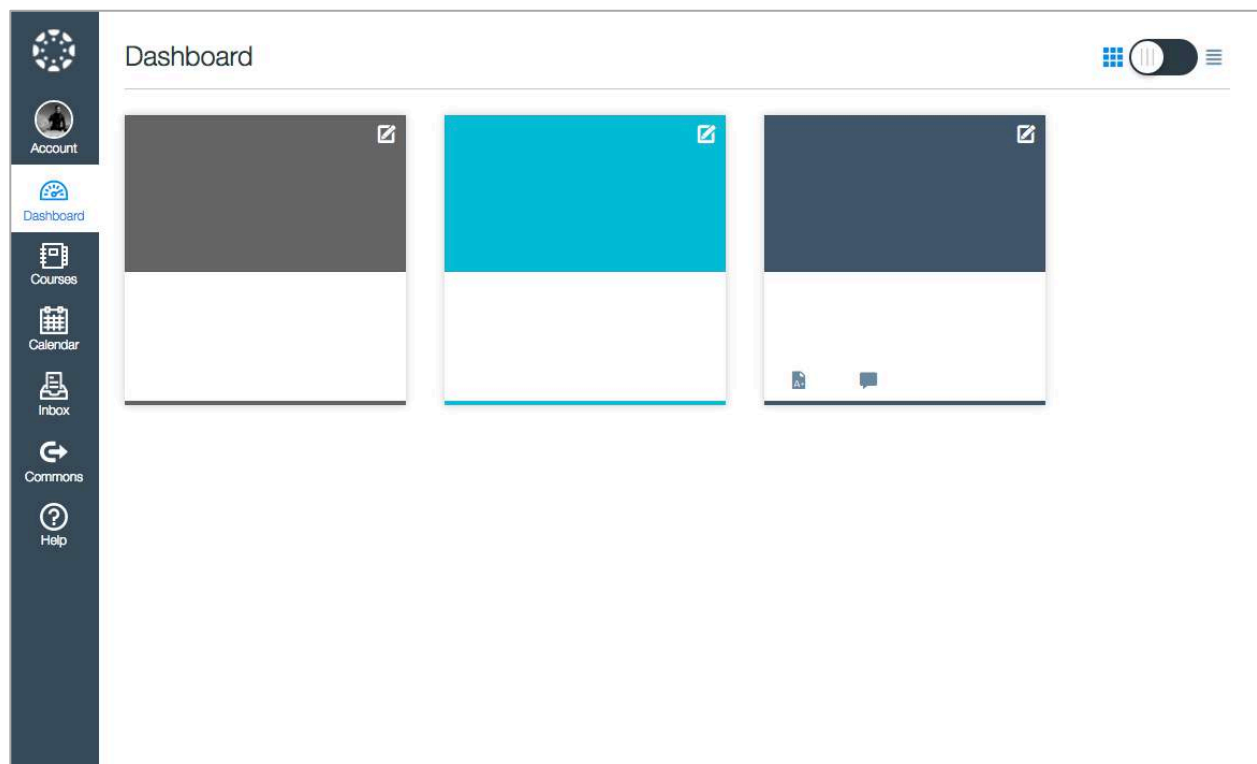
Any suggested activities or programs in the following report are recommendations only; the Center for Research and Reform in Education (CRRE) is not compensated nor obliged to refer these specific tools in any capacity. The addendum in this report includes all of the individual documents that were provided to the CRRE by the program developers.

A certificate of completion is attached to the final page of this report.

Recommendation #1

Consider adopting a Learning Management System (LMS) (1) for the delivery of course materials, (2) as a repository for student work, and (3) as a way for teachers to share resources easily and securely.

The personal recommendation of the reviewer is to use Canvas (<https://canvas.instructure.com/>) as the primary Learning Management System. This LMS is free for teachers and students, has good usability, and has strong mobile device functionality. See an example homepage below.



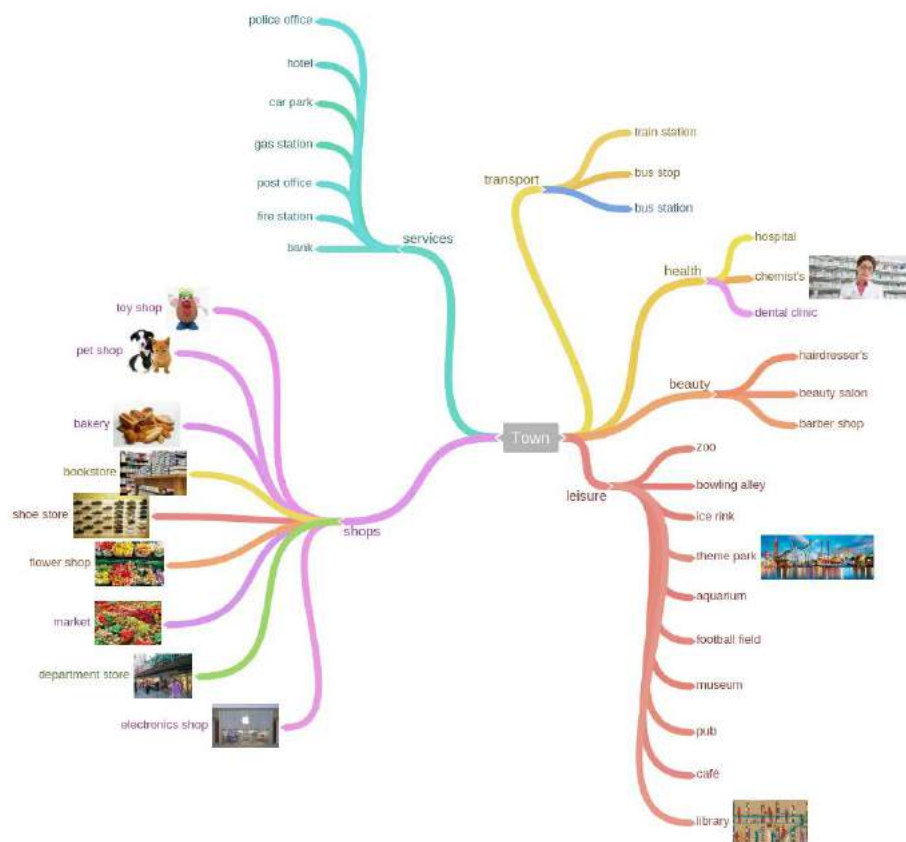
This platform could be arranged a number of different ways, though the most advisable is for each instructor to have his/her own course. In doing so, students enrolled in the course would have access to any course materials made available by the instructor. Additionally, this would facilitate the ability to deliver multimodal materials (as detailed in Recommendation #2). Canvas also would serve as an effective communication system for students and parents through its messaging feature. Overall, employing an LMS such as Canvas provides a centralized location for instructors, students, and parents to make student progress more visible. This program also would pave the way for more multimodality in instruction and student work.

Recommendation #2

Embrace multimodality in instruction, class activities, and assignments. Examples related to instruction include providing voice feedback on student work and recording classes for later viewing. Examples for students include multimodal assignments such as photojournalistic composition and recording podcasts.

Multimodal is defined as “texts that exceed the alphabetic and may include still and moving images, animations, color, words, music, and sound” (Selfe 1). **Multimodal composition** is an expression through which students craft an assignment response utilizing multiple media representations. Some example assignments might include:

- Literacy Autobiography Video: Students record a short video that details their struggles and triumphs with reading and writing (or another subject).
- Photo Essays: Allow students to use photography to tell a story. Allow students to caption their photos or use a text overlay to facilitate this. An example of a free and easy-to-use tool is Storify (<https://storify.com/>).
- Mind-mapping: Using a tool such as Coggle (<https://coggle.it/>) gives the learner the opportunity to trace his/her line of thinking on a particular assignment. The tool also allows for uploading media (see below).



(Retrieved from <https://theyellowtilepath.wordpress.com/2015/10/19/around-town-vocabulary/>)

Multimodality might also be beneficial for providing student feedback. (If Canvas is adopted as an LMS, the instructor may use the audio feedback tool to comment on student writing; for a more complete set of directions, visit <http://tinyurl.com/ztktz9w>). Because of the ubiquity of smartphones and laptops, recording audio feedback on student work is an easy solution.

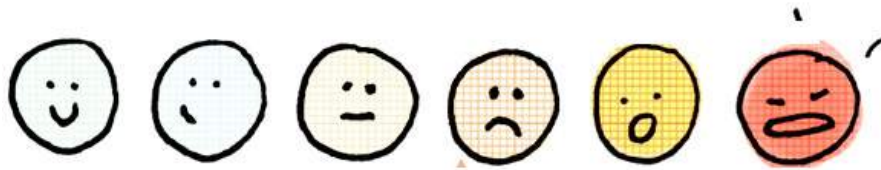
Given the special needs of Diploma Bound's student population, multimodal composition might be a more communicative and inviting pedagogical approach that paves the way for more traditional formats such as the alphabetic essay. While some students (and instructors) might be intimidated by the complexities of technology, multimodal learning develops digital literacies and gives the learner more avenues for expression and reflection.

Recommendation #3

Emphasize metacognitive and reflective activities. Journaling (or blogging for more tech-savvy students) are high impact tools for self-reflection.

Consistently checking in with students to self-evaluate their understanding of course concepts is a valuable teaching tool. One method for achieving this is to ask students to self-assess their level of understanding; this judgment of understanding is referred to as metacomprehension (Maki and Berry, 1984). The program designers could use a rating system that shows a timeline from 1-100, laminate it, and distribute to all students. Using a dry-erase marker, students could report their level of metacomprehension by putting a tick on the timeline when prompted by the instructor. This could be a meaningful non-verbal tool.

Analogous to the metacomprehension scale is developing another scale (similar to the example below) designed for students to rate their frustration levels. Reporting frustration with learning tasks is a critical part of the curriculum with special needs students. Again, using a non-verbal physical aid such as a laminated board would provide instructors essential metacognitive feedback using a tactile tool.



(Retrieved from <http://creaturecomforts.squarespace.com>)

Last is the emphasis on self-reflection. An easy, but important tool would be to have students cultivate an audio or video journal detailing metacognitive experiences. (This would be accomplished in Canvas through the use of audio/video media recordings: <https://guides.instructure.com/m/4212/1/54356-how-do-i-add-media-to-my-assignment-submission>). Of course, maintaining a paper-based or digital journal / blog also would be as beneficial, as long as the students focus on metacognitive / reflective writing.

Recommendation #4

Showcase student work. Suggestions include a weekly/monthly newsletter, student-run publication, or even a social media group / feed / channel.

This recommendation is intended to foster a community of learners by celebrating student work and successes. The program may benefit from a weekly (or monthly, at first) newsletter email that highlights students for specific achievements and advertises program events and milestones. Eventually, this publication could be student-run and housed on a dedicated online space such as a WordPress site or other publishing platform. This also could be embedded and reinforced in classes that teach writing.

An immediate solution would be to create social media channels for Diploma Bound and invite students and parents to join. This could be as simplistic as a Facebook page / group, Twitter / Instagram account, or a YouTube channel dedicated to student success.

A Novel Approach

The client asked specifically for feedback pertaining to the “Instructional Sequence for teaching Novel Tasks, Maintaining Skills, and Generalization of Skills” (Appendix E). Overall, the instructional sequence is well-designed. Based loosely on Bloom’s Taxonomy, this holistic approach provides students the rationale, contextualization, practice, and assessment necessary for skill mastery to occur.

The instructional sequence could be improved by incorporating the previously detailed recommendations; digitizing the materials and displaying them on Canvas will permit more use of multimedia. Furthermore, the instructor can record his/her discussions in class and upload them to Canvas for repeated viewing. Multimodal assignments can be integrated into the sequence and metacomprehension ratings can be added to the “Reteach” portions of the sequence.

Conclusion

The engineers of the Westmoreland Academy Diploma Bound Program have demonstrated an exceptional understanding of program design.

Works Cited

- Maki, R. H., & Berry, S. L. (1984). Metacomprehension of text material. *Journal of experimental psychology. Learning, Memory, and Cognition*, 10(4), 663–679.
doi:10.1037//0278-7393.10.4.663
- Selfe, C. L. (2007). *Multimodal composition : resources for teachers*. Cresskill, NJ : Hampton Press, 2007.

Addendum

Appendix A – Applied Behavior Analysis Data Collection Instruments

- **Continuous ABC Data** – Assesses antecedent, behavior, consequence data based on targeted behavior by circling correct option.
- **Narrative ABC data** – Assesses antecedent, behavior, consequence data in narrative form based on targeted maladaptive behavior (Only used if behavior is infrequent because this tool is time consuming.
- **Opportunity/Prompting Hierarchy Data** – Assesses the level of independence or support needed to achieve targeted behavior and opportunities per day. This tool is used if data is to be collected multiple times a day for the same behavior.
- **Task Analysis Data** – Assesses the completion steps/sequences of a task and prompting hierarchy
- **Latency Data** – Assess how long it takes a student to start/respond to a task or request after a direction is given.
- **Duration Data** – Assesses how long a student engages in a targeted behavior
- **Frequency Data** – Assesses how many times and at what time a target behavior occurs.
- **Multiple Opportunity/Prompting Hierarchy Data**

Appendix B – Sample lessons for grades 4th-9th - All assignments listed for all grades are differentiated for each grade using the accommodations to include, but are not limited to simplified/advanced language, differentiated vocabulary words, simplified instructions, reduction/increase in the length of assignment and/or task analysis.

- **Periodic Table** – Pre-made lesson but the teacher put them together
- **Venn Diagram** – All grades – Example was modeled on the white board and students were given verbal directions prior to receiving this assignment.
- **Discussion Web** – All grades
- **Domino Derby Lab** – 7th-8th grade
- **Narrative Writing** – 9th grade
- **Graphic Organizer - Writing** – All grades – Just implemented; waiting to get student feedback in regards to efficiency

Appendix C – Lesson plan – High School Diploma Bound Program – Grades 10th – 12th

Appendix D – Instructional Sequence for Teaching Social Skills

Appendix E – Instructional Sequence for teaching Novel Tasks, Maintaining Skills, and Generalization of Skills

Appendix F – Teacher Survey – Identification of effective teaching strategies, accommodations, master and generalization of student skills and progress

Appendix G – Assignments

- Research Paper
- Story Starter
- Government Ballot: Measures Review
- English Composition Activity: How-to-Essay
- Photography Fieldwork Assignments

Appendix A

Continuous Recording ABC

Name of Student: _____ Date: _____

Target Behavior: _____

Antecedent	Behavior	Consequence
Task Demand Request Denied Attention Diverted Ending break/free choice Social Interaction Preferred activity/item removed Alone (no attention/no activities) Engaged in preferred activity Engaged in non-preferred activity Environmental noise Transition	Physical Aggression toward others Physical aggression toward self Physical Aggression toward objects Verbal Aggression Compliance Non-compliance Perseveration Tantrum Self-stimulatory behavior Vocal outburst	Social attention Reprimand Task Demand Access to preferred item/activity Task removed Attention diverted Restraint Removed from environment
Task Demand Request Denied Attention Diverted Ending break/free choice Social Interaction Preferred activity/item removed Alone (no attention/no activities) Engaged in preferred activity Engaged in non-preferred activity Environmental noise Transition	Physical Aggression toward others Physical aggression toward self Physical Aggression toward objects Verbal Aggression Compliance Non-compliance Perseveration Tantrum Self-stimulatory behavior Vocal outburst	Social attention Reprimand Task Demand Access to preferred item/activity Task removed Attention diverted Restraint Removed from environment
Task Demand Request Denied Attention Diverted Ending break/free choice Social Interaction Preferred activity/item removed Alone (no attention/no activities) Engaged in preferred activity Engaged in non-preferred activity Environmental noise Transition	Physical Aggression toward others Physical aggression toward self Physical Aggression toward objects Verbal Aggression Compliance Non-compliance Perseveration Tantrum Self-stimulatory behavior Vocal outburst	Social attention Reprimand Task Demand Access to preferred item/activity Task removed Attention diverted Restraint Removed from environment

Antecedent – Behavior – Consequence Data Sheet

Name of Student: _____ Date: _____ Time: _____

Target Behavior: _____

Activity:	Antecedent (Describe what happened before the behavior occurred, including the activity and the setting.)	Behavior (Describe the behavior and amount of time lasted)	Consequence (Describe what happened directly after the behavior.)	Staff Initials
Response:			Child's response: <input type="checkbox"/> ignore <input type="checkbox"/> escalate <input type="checkbox"/> de-escalate	
Activity:	Antecedent (Describe what happened before the behavior occurred, including the activity and the setting.)	Behavior (Describe the behavior and amount of time lasted)	Consequence (Describe what happened directly after the behavior.)	Staff Initials
Response:			Child's response: <input type="checkbox"/> ignore <input type="checkbox"/> escalate <input type="checkbox"/> de-escalate	

PROMPTING HIERARCHY and OPPORTUNITY DATA

Name of Student: _____

Goals										
Initials										
Date:	1	2	3	4	5	6	7	8	9	10
Goal:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Goal:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Goal:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Goal:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Goal:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R

Prompting Key: I = Independent, V = Verbal, G/M= Model, PP= Partial Physical, FP= Full Physical, NR= No Response, R= Refusal

TASK ANALYSIS and PROMPTING HIERARCHY

Name of Student: _____

- Goal:

Task Steps	Response									
Initials										
Date										
Step #1:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Step #2:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Step #3:	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Step #4	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R
Step #5	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R	I V G/M PP FP NR R

Prompting Key: I = Independent, V = Verbal, G/M= Model, PP= Partial Physical, FP= Full Physical, NR= No Response, R= Refusal

Latency Recording

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

Behavior (From 1st Meeting): _____

Behavior Definition (in specific, observable, measurable terms):

Date	Enter time when instruction is given	Enter time when behavior starts	Length of time for the behavior to start

Tieghi-Benet, M. C., Miller, K., Reiners, J., Robinett, B. E., Freeman, R. L., Smith, C. L., Baer, D., Palmer, A. (2003). *Encouraging Student Progress (ESP), Student/ team book*. Lawrence, KS: University of Kansas.

Duration Recording Form

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

Behavior Definition (in specific, observable, measurable terms):

Date	Enter time when the behavior began	Enter time when behavior stopped	Length of time that the behavior lasted

Tieghi-Benet, M. C., Miller, K., Reiners, J., Robinett, B. E., Freeman, R. L., Smith, C. L., Baer, D., Palmer, A. (2003). *Encouraging Student Progress (ESP), Student/ team book*. Lawrence, KS: University of Kansas.

FREQUENCY DATA SHEET

Key: **Behavior-Tally**

Name: _____

Date: _____

Target Behavior: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30					
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					

Weekly Data Record

Student: _____ School: _____ BID: _____ Week of: _____ Provider: _____

IEP Goal #1: When given learning materials at her instructional level, XXX will attend to her task for 20 minutes, with no more than three gestural prompts (i.e., "XXX, stay on task please." or pointing to the assignment) on 4 out of 5 opportunities, as measured by daily observation and assignment sheets.

- **Benchmark 1:** By 11/14, 10 minutes, on 2 out of 5 opportunities, with xxx prompt
- **Benchmark 2:** By 03/15, 15 minutes, on 3 out of 5 opportunities, with xxx prompt

Legend:		Data Observed									
+ = Yes, - = No		*Please insert <u>level of prompts</u> as well as "+" or "-"									
Record Time		*Level of Prompt: <i>Gestural (G), Proximal (P), Model (M), Partial Verbal (PV), Full Verbal (FV) Partial Physical (PP) Full Physical (FP)</i>									
Monday		1	2	3	4	5	6	7	8	9	10
	level of prompt										
Tuesday		1	2	3	4	5	6	7	8	9	10
	level of prompt										
Wednesday		1	2	3	4	5	6	7	8	9	10
	level of prompt										
Thursday		1	2	3	4	5	6	7	8	9	10
	level of prompt										
Friday		1	2	3	4	5	6	7	8	9	10
	level of prompt										

Weekly Average: _____

Appendix B

Name: _____ Date: _____

Periodic Table Worksheet

The Periodic Table contains the following information for each element.

Atomic Number	1			
	H			Element Symbol
Element Name	Hydrogen			
	1.008			Atomic Mass

Complete the missing information for each of the following elements from a periodic table.

Be	76	Radon	65.38	Silver
23	Nd	98.907	Am	Mercury
Antimony	54.938	Mg	186.207	46
20.180	Platinum	100	Nb	17

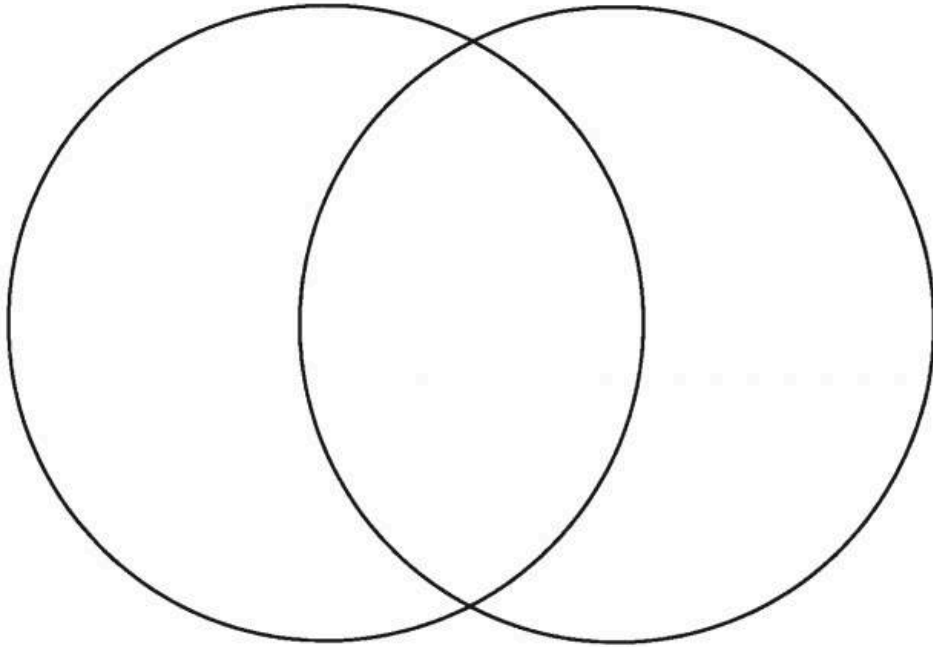
71	Lr	Lanthanum 178.967
70	Yb	Ytterbium 173.054
69	Tm	Thulium 168.9341(2)
68	Er	Erbidium 167.26
67	Ho	Holmium 164.93032
66	Dy	Dysprosium 162.50
65	Tb	Terbium 158.92534
64	Gd	Gadolinium 157.25
63	Eu	Europium 151.964
62	Sm	Samarium 150.36
61	Pm	Promethium (145)
60	Nd	Nickel 144.24
59	Pr	Praseodymium 140.90765
58	Ce	Cerium 140.116
103	Lr	Lanthanum 178.967
102	No	Nobelium 259
101	Md	Mendelevium 258
100	Fm	Fermium 257
99	Es	Einsteinium 255
98	Cf	Californium 251
97	Bk	Berkelium 247
96	Cm	Curium 247
95	Aw	Americium 243
94	Pu	Plutonium 244
93	Np	Neptunium 237
92	U	Uraneum 238.0289
91	Pa	Protactinium 231.0368
90	Th	Thorium 232.0381

Name: _____

Date: _____

Venn Diagram-Presidential candidates

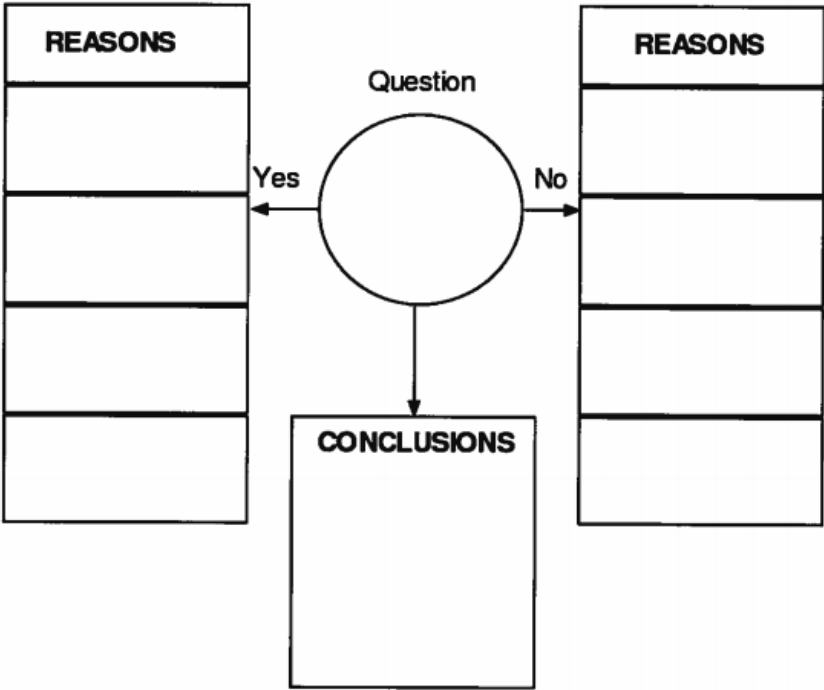
Go to <http://presidential-candidates.insidegov.com/> select 2 presidential candidates running for office and complete a Venn diagram. Provide minimum 5 points per section.



Name: _____

Date: _____

Wednesday Discussion Web



Discussion Topics:

Autism

Censorship

Black lives matter

Should Video games be used as an educational tool?

Donald Trump vs. Hillary Clinton

Republican vs. Democrat vs. other party

Public school vs. Westmoreland

Should every student get an Ipad?

Do you want to go to college after high school?

Every student should participate in PE.

Westmoreland should require all students to wear a uniform.

Recycling: Good or bad?

Name: _____

Date: _____

Science Lab-Domino Derby

Key Terms:

Speed-

Motion-

Force-

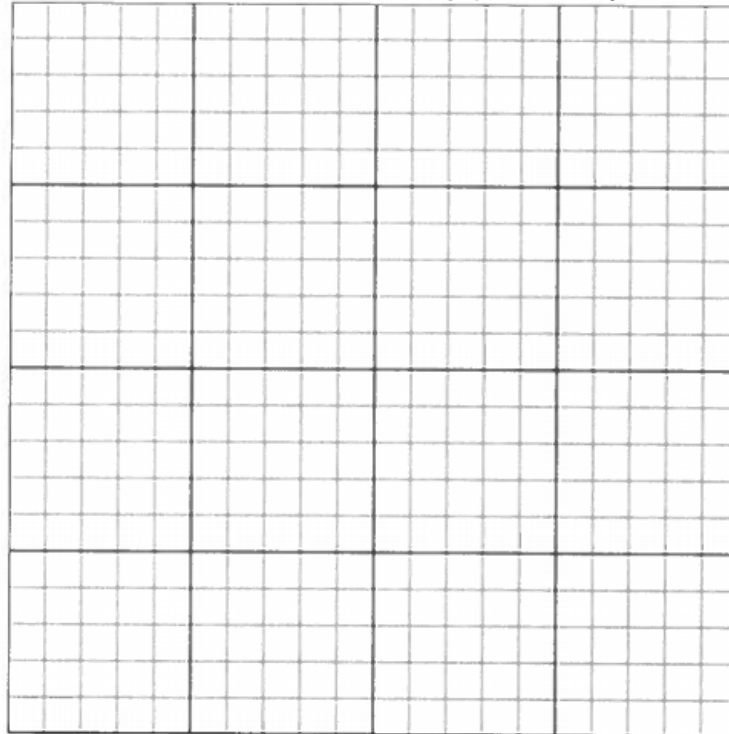
Procedure:

1. Set up 25 dominoes in a straight line. (Try to keep equal spacing between the dominoes.)
2. Using a ruler, measure the total length of your row of dominoes.
3. Use a stopwatch to time how long it takes for the entire row of dominoes to fall. Record the time.
4. Predict what would happen if you add more space between the dominoes. Predict what would happen if you make less space between the dominoes.
5. Repeat step 2 and 3 four times with different distances between the dominoes each time.

Analysis

6. Calculate the average speed for each trial. ($S = \text{Total Distance} / \text{time taken to fall}$)

7. Make a graph of your results. Explain why your graph had the shape it does.



Name: _____

Date: _____

Narrative Writing

Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise.

NARRATIVE

WHY?

Why do we write narratives?

The main purpose of a narrative is to entertain and engage the reader in an imaginary experience.

WHEN?

When do we write narratives?

Short stories, picture story books, folktales, fairytales, fables, myths, legends, science fiction, adventure, fantasy, historical fiction, novels.

HOW?

How do we write a narrative?

Here's a framework...

- Orientation (beginning)
Who? When? Where?
- Events which lead to a complication or problem (middle)
Development of story Details Descriptions
- Resolution (ending)
How everything is resolved and finishes up.

WHAT?

What features do we see in a narrative?

- Well defined characters
- Descriptive language chosen to create images in the reader's mind
- Usually written in past tense
- Use of dialogue
- Use of action verbs but also verbs for showing what characters felt, said or thought
- Can be written in first person (I/we) or third person (he/she/they)

Writing prompt:

Tell me about the most memorable present you have received and why it was memorable. Include the reason it was given, a description of it, and how you felt when you got it.

Essay outline

Introductory Paragraph

Topic Sentence: memorable present

1. Subtopic One: **the reason it was given**
2. Subtopic Two: **a description of it**
3. Subtopic Three: **how you felt when you got it**
4. (Transition)

First Supporting Paragraph

1. Restate Subtopic One
2. Supporting Details or Examples
3. (Transition)

Second Supporting Paragraph

1. Restate Subtopic Two
2. Supporting Details or Examples
3. (Transition)

Third Supporting Paragraph

1. Restate Subtopic Three
2. Supporting Details or Examples
3. (Transition)

Closing or Summary Paragraph

1. Conclusion of the thesis
2. Rephrasing main topic and subtopics.

Name _____ Title _____ Date _____

Paragraph 1 – Introduction

- Topic Statement ☐
- 3 supporting Details
 - Detail 1 ☐
 - Detail 2 ☐
 - Detail 3 ☐
- Conclusion Sentence ☐

Thesis

Statement _____

Detail1 _____

_____ Detail2 _____

_____ Detail3 _____

_____ Conclusion

Sentence _____

2016-2017

Monday 10/17/2016		Tuesday 10/18/2016		Wednesday 10/19/2016	
Daily Composition 8:00am - 8:30am Lesson: Students will respond to the daily writing prompt. Activity: Students will discuss at their table groups their ideas for the journals and will then generate a written journal.		Daily Composition 8:00am - 8:30am Lesson: Students will respond to the daily writing prompt. Activity: Students will discuss at their table groups their ideas for the journals and will then generate a written journal.		Daily Composition 8:00am - 8:30am Lesson: Students will respond to the daily writing prompt. Activity: Students will discuss at their table groups their ideas for the journals and will then generate a written journal.	
Standards CCRA.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. CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		Standards CCRA.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. CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		Standards CCRA.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. CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
Physical Education 8:30am - 9:20am Mathematics 9:20am - 10:10am Geometry Objective: Use the converse of pythagorean theorem. Use side lengths to classify triangles. Lesson: Students will explore examples from 4.5 The Converse of the Pythagorean Theorem (p. 200) and complete guided practice exercises (selected evens) in a small group.		Physical Education 8:30am - 9:20am Mathematics 9:20am - 10:10am Geometry Objective: Use the converse of pythagorean theorem. Use side lengths to classify triangles. Lesson: Students will explore examples from 4.5 The Converse of the Pythagorean Theorem (p. 200) and complete guided practice exercises (selected evens) in a small group.		Physical Education 8:30am - 9:20am Mathematics 9:20am - 10:10am Geometry Objective: Use the converse of pythagorean theorem. Use side lengths to classify triangles. Lesson: Students will explore examples from 4.5 The Converse of the Pythagorean Theorem (p. 200) and complete guided practice exercises (selected evens) in a small group.	
Geometry (AGS) Objective: Identify exterior, interior, corresponding, alternate interior, and supplementary angles. Lesson: Students will practice measuring angles with a protractor. Students will review examples from 3.2		Geometry (AGS) Objective: Identify exterior, interior, corresponding, alternate interior, and supplementary angles. Lesson: Students will practice measuring angles with a protractor. Students will review examples from 3.2		Geometry (AGS) Objective: Identify exterior, interior, corresponding, alternate interior, and supplementary angles. Lesson: Students will practice measuring angles with a protractor. Students will review examples from 3.2	

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<p>Transversals (p. 69) and complete guided practice exercises (selected problems) in a small group.</p> <p>Algebra 1A Objective: Graph, compare, and order real numbers. Lesson: Students will create a number line and identify positive and negative integers. Students will explore examples from 2.1 The Real Number Line (p.65) and complete guided practice exercises (selected evens). Student will complete selected odds for homework.</p> <p>Algebra 1B Objective: To define mean, median, and mode as measures of central tendency describing data within a set range. Lesson: Students will explore examples from 7.2 Range, mean, median and mode (p. 188) and complete truncated guided practices exercises. Student will use the whiteboard to complete his work, staff will scribe.</p> <p>Standards G.CO.A.1 Know precise definitions of angle, circle, segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Nutrition 10:10am - 10:20am English 10:20am - 11:10am World Literature Objective: To write an autobiographical narrative. To use writing strategies to generate ideas, plan, organize, evaluate, and revise the composition. Lesson: Students will read and review definitions of an autobiographical narrative and complete the</p>	<p>Transversals (p. 69) and complete guided practice exercises (selected problems) in a small group.</p> <p>Algebra 1A Objective: Graph, compare, and order real numbers. Lesson: Students will create a number line and identify positive and negative integers. Students will explore examples from 2.1 The Real Number Line (p.65) and complete guided practice exercises (selected evens). Student will complete selected odds for homework.</p> <p>Algebra 1B Objective: To define mean, median, and mode as measures of central tendency describing data within a set range. Lesson: Students will explore examples from 7.2 Range, mean, median and mode (p. 188) and complete truncated guided practices exercises. Student will use the whiteboard to complete his work, staff will scribe.</p> <p>Standards G.CO.A.1 Know precise definitions of angle, circle, segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Nutrition 10:10am - 10:20am English 10:20am - 11:10am World Literature Objective: To write an autobiographical narrative. To use writing strategies to generate ideas, plan, organize, evaluate, and revise the composition. Lesson: Students will engage in drafting by creating an outline for their narrative (p. 146).</p>	<p>Transversals (p. 69) and complete guided practice exercises (selected problems) in a small group.</p> <p>Algebra 1A Objective: Graph, compare, and order real numbers. Lesson: Students will create a number line and identify positive and negative integers. Students will explore examples from 2.1 The Real Number Line (p.65) and complete guided practice exercises (selected evens). Student will complete selected odds for homework.</p> <p>Algebra 1B Objective: To define mean, median, and mode as measures of central tendency describing data within a set range. Lesson: Students will explore examples from 7.2 Range, mean, median and mode (p. 188) and complete truncated guided practices exercises. Student will use the whiteboard to complete his work, staff will scribe.</p> <p>Standards G.CO.A.1 Know precise definitions of angle, circle, segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Nutrition 10:10am - 10:20am English 10:20am - 11:10am World Literature Objective: To write an autobiographical narrative. To use writing strategies to generate ideas, plan, organize, evaluate, and revise the composition. Lesson: Students will engage in drafting by creating a first draft for their narrative (p. 147).</p>
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prewriting activity (p. 144). Students will also review the student model autobiographical narrative.

British Literature

Objective: Use language in natural, fresh, and vivid ways to establish a specific tone. Write fictional, autobiographical, or biographical narratives.

Lesson: Students will read and review definitions of an autobiographical narrative and complete the prewriting activity (p. 216). Students will also review the student model autobiographical narrative.

Alternate Assignment

Objective: Students will read grade-level novels and prepare for writing a book report.

Lesson: Students will select a novel of choice within their grade band and engage in silent sustained reading. Students will take notes on the chapter that they have read by writing a plot summary, making a character bio, or sketching a picture of what happened in the chapter.

Standards

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

9-10.W.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

9-10.W.3 Write narratives to develop real or imagined experiences or events using

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Lesson: Students will engage in drafting by creating a first draft for their narrative (p. 217).

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<p>effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Foreign Language 11:10am - 12:00pm</p>	<p>Foreign Language 11:10am - 12:00pm</p>
<p>Spanish 2 Objective: Students will write and speak about a regular school day. Lesson: Students will review vocabulary online using Duolingo. Students will practice conjugating stem changing verbs including (e.g. almorzar, jugar, preferir) to describe their day at school (pg. 28).</p> <p>German 1 Objective: Students will write and speak about their life at home. Lesson: Students will review vocabulary online using Duolingo. Students will begin the webquest on the Deutsch im Blick companion site (http://coerll.utexas.edu/dib/wq.php?k=1&q=1) to explore the cultures of Germany, Austria, and Switzerland.</p> <p>Standards WL.1.1 Students address discrete elements of daily life, including: Greetings and introductions; Family and friends; Pets; Home and neighborhood; Celebrations, holidays, and rites of passage; Calendar, seasons, and weather; Leisure, hobbies and activities, songs, toys and games, sports; Vacations and travel, maps, destinations, and geography; School, classroom, schedules, subjects, numbers, time, directions; Important dates in the target culture; Jobs; Food, meals, restaurants; Shopping, clothes, colors, and sizes; Parts of the body, illness; and Technology. WL.1 Students use formulaic language (learned words, signs [ASL], and phrases). WL.1.1 Engage in oral, written, or signed (ASL) conversations.</p>	<p>Spanish 2 Objective: Students will practice pronouncing vocabulary in pairs. Lesson: Students will review vocabulary online using Duolingo. Students will practice distinguishing between the b, v, and d sound in Spanish (p. 29) by repeating words in pairs and then identifying the consonant sound in words from a teacher dictation.</p> <p>German 1 Objective: Students will write and speak about their life at home. Lesson: Students will review vocabulary online using Duolingo. Students will continue the webquest on the Deutsch im Blick companion site (http://coerll.utexas.edu/dib/wq.php?k=1&q=1) to explore the cultures of Germany, Austria, and Switzerland.</p> <p>Standards WL.1.1 Students address discrete elements of daily life, including: Greetings and introductions; Family and friends; Pets; Home and neighborhood; Celebrations, holidays, and rites of passage; Calendar, seasons, and weather; Leisure, hobbies and activities, songs, toys and games, sports; Vacations and travel, maps, destinations, and geography; School, classroom, schedules, subjects, numbers, time, directions; Important dates in the target culture; Jobs; Food, meals, restaurants; Shopping, clothes, colors, and sizes; Parts of the body, illness; and Technology. WL.1 Students use formulaic language (learned words, signs [ASL], and phrases). WL.1.1 Engage in oral, written, or signed (ASL) conversations.</p>	<p>Spanish 2 Objective: Students will practice pronouncing vocabulary in pairs. Lesson: Students will review vocabulary online using Duolingo. Students will review distinguishing between the b, v, and d sound in Spanish (p. 29) and organize vocabulary in a chart based on consonant sounds.</p> <p>German 1 Objective: Students will write and speak about their life at home. Lesson: Students will review vocabulary online using Duolingo. Students will finish the webquest on the Deutsch im Blick companion site (http://coerll.utexas.edu/dib/wq.php?k=1&q=1) to explore the cultures of Germany, Austria, and Switzerland.</p> <p>Standards WL.1.1 Students address discrete elements of daily life, including: Greetings and introductions; Family and friends; Pets; Home and neighborhood; Celebrations, holidays, and rites of passage; Calendar, seasons, and weather; Leisure, hobbies and activities, songs, toys and games, sports; Vacations and travel, maps, destinations, and geography; School, classroom, schedules, subjects, numbers, time, directions; Important dates in the target culture; Jobs; Food, meals, restaurants; Shopping, clothes, colors, and sizes; Parts of the body, illness; and Technology. WL.1 Students use formulaic language (learned words, signs [ASL], and phrases). WL.1.1 Engage in oral, written, or signed (ASL) conversations.</p>

Lunch 12:00pm - 12:30pm Social Studies 12:30pm - 1:20pm	Lunch 12:00pm - 12:30pm Social Studies 12:30pm - 1:20pm	Lunch 12:00pm - 12:30pm Social Studies 12:30pm - 1:20pm
<p>World History</p> <p>Objective: Explain Hobbes's and Locke's views on government and list important Enlightenment philosophers and concepts.</p> <p>Lesson: Students will read and discuss 6.2 The Enlightenment in Europe (p. 171) and complete the section assessment discussing in pairs.</p> <p>World History AGS</p> <p>Objective: To explain how the geography of Greece influenced Greek civilization, explain why Greek city-states developed and identify differences between Athens and Sparta.</p> <p>Lesson: Students will read 6.6 Greek Cultural Contributions (p. 157), review vocabulary terms, discuss, and answer comprehension questions.</p> <p>American Government</p> <p>Objective: Identify the main arguments in the debate over ratification of the Constitution, discuss the Bill of Rights in the debate, and identify key states last to ratify the Constitution.</p> <p>Lesson: Students will read 2.4 Ratifying the Constitution (p. 40), review key terms, discuss, and answer comprehension questions.</p> <p>American Government AGS</p> <p>Objective: Name articles V, VI and VII and describe the provisions of each.</p> <p>Lesson: Students will read 3.2 Articles Five through Seven (p. 43), review vocabulary terms, and answer comprehension questions.</p>	<p>World History</p> <p>Objective: Explain how Enlightenment ideas spread throughout Europe.</p> <p>Lesson: Students will read and discuss 6.3 The Spread of Enlightenment Ideas (p. 178) and complete the section assessment discussing in pairs.</p> <p>World History AGS</p> <p>Objective: To explain how the geography of Greece influenced Greek civilization, explain why Greek city-states developed and identify differences between Athens and Sparta.</p> <p>Lesson: Students will read 6.7 Alexander the Great Spreads Greek Culture (p. 162), review vocabulary terms, discuss, and answer comprehension questions.</p> <p>American Government</p> <p>Objective: Discuss the reasons framers established ways to amend the Constitution.</p> <p>Lesson: Students will read 3.2 Amending the Constitution (p. 51), review key terms, discuss, and answer comprehension questions.</p> <p>American Government AGS</p> <p>Objective: To explain the contents of Amendments Two through Ten of the Constitution.</p> <p>Lesson: Students will read 3.4 Amendments Two Through Ten (p. 50), review vocabulary terms, and answer comprehension questions.</p>	<p>World History</p> <p>Objective: To describe the American colonies in the late 1700s and list events that led to the American Revolution.</p> <p>Lesson: Students will read and discuss 6.4 American Revolution: The Birth of a Republic (p. 183) and complete the section assessment discussing in pairs.</p> <p>World History AGS</p> <p>Objective: To explain how the geography of Greece influenced Greek civilization, explain why Greek city-states developed and identify differences between Athens and Sparta.</p> <p>Lesson: Students will read Greek Mythology and Chapter Summary and Review (p. 166), review vocabulary terms, discuss, and answer comprehension questions.</p> <p>American Government</p> <p>Objective: Explain how the Constitution gives each of the three branches of government flexibility in using its powers.</p> <p>Lesson: Students will read 3.3 A Flexible Document (p. 56), review key terms, discuss, and answer comprehension questions.</p> <p>American Government AGS</p> <p>Objective: To give reasons why Amendments Eleven and Twelve were added to the Constitution.</p> <p>Lesson: Students will read 3.5 Amendments Eleven Through Fifteen (p. 50), review vocabulary terms, and answer comprehension questions.</p>
<p>Standards</p> <p>11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>Standards</p> <p>11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.</p>	<p>Standards</p> <p>11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>

<p>11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>acknowledging where the text leaves matters uncertain.</p>	<p>11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<p>Art 1:20pm - 2:20pm</p> <p>Art</p> <p>Objective: Students will demonstrate an understanding of the art style, pointilism.</p> <p>Lesson: Students will complete the sketch for their pointilism project.</p> <p>Standards</p> <p>VA1.2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p>	<p>Art 1:20pm - 2:20pm</p> <p>Art</p> <p>Objective: Students will demonstrate an understanding of the art style, pointilism.</p> <p>Lesson: Students will use a variety of tools (toothpicks, q-tips, sticks, the backs of paintbrushes) to start painting their pointilism projects.</p> <p>Standards</p> <p>VA1.2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p>	<p>Art 1:20pm - 2:20pm</p> <p>Art</p> <p>Objective: Students will demonstrate an understanding of the art style, pointilism.</p> <p>Lesson: Students will use a variety of tools (toothpicks, q-tips, sticks, the backs of paintbrushes) to start painting their pointilism projects.</p> <p>Standards</p> <p>VA1.2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p>

Thursday 10/20/2016		Friday 10/21/2016	
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Objective: Use language in natural, fresh, and vivid ways to establish a specific tone. Write fictional, autobiographical, or biographical narratives.
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Objective: Students will read grade-level novels and prepare for writing a book report.
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9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<p>Spanish 2 Objective: Students will learn affirmative and negative words and apply them in context. Lesson: Students will review vocabulary online using Duolingo. Students will review affirmative and negative words (p. 31) and then use the terms to complete the passage in actividad 19.</p> <p>German 1 Objective: Students will practice using greetings in pairs. Lesson: Students will review chapter 1 vocabulary using Quizlet (http://quizlet.com/41610431/deutsch-im-blick-kapitel-1-flash-cards/). Students will listen to greetings on the Deutsch im Blick site (http://coerl.utexas.edu/dib/voc.php?k=1) and then practice using and responding to greetings with a partner.</p>	<p>Spanish 2 Objective: Students will describe what they do in class, talk about classroom rules, and use affirmative and negative words in context. Lesson: Students will review vocabulary online using Duolingo. Using the Repaso del capítulo as reference students will respond to teacher questions about their day at school in Spanish using formulaic language.</p> <p>German 1 Objective: Students will practice using greetings in pairs. Lesson: Students will review chapter 1 vocabulary using Quizlet (http://quizlet.com/41610431/deutsch-im-blick-kapitel-1-flash-cards/). Students will listen to greetings on the Deutsch im Blick site (http://coerl.utexas.edu/dib/voc.php?k=1) and then practice using and responding to greetings with a partner.</p>
<p>Standards WL.1.1 Students address discrete elements of daily life, including: Greetings and introductions; Family and friends; Pets; Home and neighborhood; Celebrations, holidays, and rites of passage; Calendar, seasons, and weather; Leisure, hobbies and activities, songs, toys and games, sports; Vacations and travel, maps, destinations, and geography; School, classroom, schedules, subjects, numbers, time, directions; Important dates in the target culture; Jobs; Food, meals, restaurants; Shopping, clothes, colors, and sizes; Parts of the body, illness; and Technology. WL.1 Students use formulaic language (learned words, signs [ASL], and phrases). WL.1.1 Engage in oral, written, or signed (ASL) conversations.</p>	<p>Standards WL.1.1 Students address discrete elements of daily life, including: Greetings and introductions; Family and friends; Pets; Home and neighborhood; Celebrations, holidays, and rites of passage; Calendar, seasons, and weather; Leisure, hobbies and activities, songs, toys and games, sports; Vacations and travel, maps, destinations, and geography; School, classroom, schedules, subjects, numbers, time, directions; Important dates in the target culture; Jobs; Food, meals, restaurants; Shopping, clothes, colors, and sizes; Parts of the body, illness; and Technology. WL.1 Students use formulaic language (learned words, signs [ASL], and phrases). WL.1.1 Engage in oral, written, or signed (ASL) conversations.</p>
<p>Lunch 12:00pm - 12:30pm Social Studies 12:30pm - 1:20pm World History</p>	<p>Lunch 12:00pm - 12:30pm Social Studies 12:30pm - 1:20pm World History</p>

<p>Objective: Review Chapter Six Enlightenment and Revolution in America.</p> <p>Lesson: Students will read and discuss Chapter Six Concepts in a small group and then complete the chapter six assessment (p. 188) and complete the section assessment discussing in pairs.</p>	<p>Objective: Review Chapter Six Enlightenment and Revolution in America.</p> <p>Lesson: Students will read and discuss Chapter Six Concepts in a small group and then complete the chapter six assessment (p. 188) and complete the section assessment discussing in pairs.</p>
<p>World History AGS</p> <p>Objective: To explain how the geography of Greece influenced Greek civilization, explain why Greek city-states developed and identify differences between Athens and Sparta.</p> <p>Lesson: Students will complete the Chapter 6 assessment.</p>	<p>World History AGS</p> <p>Objective: To explain how the geography of Greece influenced Greek civilization, explain why Greek city-states developed and identify differences between Athens and Sparta.</p> <p>Lesson: Students will complete the Chapter 6 assessment.</p>
<p>American Government</p> <p>Objective: Discuss Madison's contribution to the development of the US government.</p> <p>Lesson: Students will read 3.4 The Constitution and the Public Good (p. 60), review key terms, discuss, and answer comprehension questions.</p>	<p>American Government</p> <p>Objective: Discuss Madison's contribution to the development of the US government.</p> <p>Lesson: Students will read 3.4 The Constitution and the Public Good (p. 60), review key terms, discuss, and answer comprehension questions.</p>
<p>American Government AGS</p> <p>Objective: Name two amendments proposed that did not win approval.</p> <p>Lesson: Students will read 3.6 Amendments Sixteen Through Twenty-Seven (p. 57), review vocabulary terms, and answer comprehension questions.</p>	<p>American Government AGS</p> <p>Objective: Name two amendments proposed that did not win approval.</p> <p>Lesson: Students will read 3.6 Amendments Sixteen Through Twenty-Seven (p. 57), review vocabulary terms, and answer comprehension questions.</p>
<p>Standards</p> <p>11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>Standards</p> <p>11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
Art 1:20pm - 2:20pm	Art 1:20pm - 2:20pm

Art Objective: Students will demonstrate an understanding of the art style, pontilism. Lesson: Students will use a variety of tools (toothpicks, q-tips, sticks, the backs of paintbrushes) to start painting their pontilism projects.	Art Objective: Students will demonstrate an understanding of the art style, pontilism. Lesson: Students will use a variety of tools (toothpicks, q-tips, sticks, the backs of paintbrushes) to start painting their pontilism projects.
Standards VA1.2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.	Standards VA1.2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

Appendix D

Instructional Sequence – Teaching Social Skills

Social skills are always imbedded throughout the entire day, across several environments at Westmoreland Academy. Daily schedules do not normally set aside an identified time to teach social skills because the primary focus is to teach these skills in the natural environment through incidental teaching. However, when there is a specific situation in which a teacher wants to teach a novel skill, then the following protocol is used, knowing that depending upon the individual needs and abilities of the student, the protocol is flexible.

Day 1: Priming - The first lesson involves observing students for their baseline skills in an identified area and determining their current level of proficiency in the targeted social skill (e.g., staying on topic, taking turns, letting others talk). Once the observations have taken place the teacher introduces the targeted skill with visual and/or verbal supports.

Day 2: Introduction – This lesson focuses on demonstrating an understanding of the target skill through role playing or giving examples.

Day 3: Activity - Creating own social story, comic, narrative, or video to show a problem situation and solutions to the problem.

Day 4: Perspective Taking – This lesson/activity focuses understanding others' perspective of a social situation and how they might feel about a certain situation.

Day 5: Generalization of Target Skill - These activities focus on re-teaching the target skill in a variety of environments so students will understand that the target skill is necessary in many places and situations. These generalization lessons should also focus on the students' putting themselves in these situations and reflecting on how they would feel if they were in the same situation.

Day 6: Extension of Target Skill – Students will participate in activities in which they will learn how to predict possible situations in which the target social skill would be necessary. They will also learn alternate solutions or choices available to them if others involved in the situation respond in an unpredictable manner.

Appendix E

Westmoreland Academy – Instructional Sequence – Teaching Novel Academic Skills, Maintenance, and Generalization

Novel academic skills are always taught by a credentialed teacher. Practice and re-teaching are often taught by additional classroom staff. Many students with Autism Spectrum Disorder have inherent difficulties with directed teaching and lecture based lessons. All instruction must include individual accommodations listed below and the teacher must continually evaluate students for frustration level, need for additional support, and verbal and visual prompting to ensure success and de-escalate impeding mal-adaptive behaviors that are barriers to learning. Student behaviors are often driven by assignments that are too long, too difficult, not enough breaks, non-preferred topics, classroom noise level, internal emotional state and poor self-esteem, and not meaningful. Teachers break tasks into small enough components so that students have immediate success and positive reinforcement which will reasonably ensure their continued participation in the activity. The practical application and use of highly preferred topics can encourage students to generalize the skill in a meaningful way. The following steps are used to teach a new skill with a consistent focus on application, generalization, and maintenance.

Step 1: Introduction

Introduction of Skill – Priming

- Build rationale for the skill by discussing how it can be used in real life, solve a problem, and/or make things easier. Immediately relate this skill to a situation or practical application in which one can reasonably assume that would be familiar to the student.
- Introduce pertinent vocabulary or prerequisite skills required to achieve success
- Use students' prior knowledge to motivate the learning of the skill. Have them share prior knowledge.
- Use visuals or other multi-media to help describe the skill.
- Ask students who already have knowledge or have mastered the skill to give an example.

Describe and Demonstrate/Model the Skill –

- Present the skill and main steps in simple terms using a task analysis. Choose content that is highly preferred for your students to keep them engaged (e.g., 5 paragraph essay related to video game creation)

- Present a visual representation of the steps not only on the white board, but individual examples that students can use to follow along.
- Use the “think aloud” approach to share your reasoning for teaching the skill (e.g., ‘it’s important to learn the correct way to write a 5 paragraph essay because you will be required to do this in your college courses.)
- Provide several real life examples of utilizing this skill.

Elicit Participation –

- Have students practice each step of the skill. Present the option of having them share with their peers or practice on their own.
- Give immediate feedback so students can revise their work as they go. Students with autism will struggle if they have to wait until the entire exercise is complete before they revise.

Assess student understanding –

- Give several small assignments of individual tasks of task analysis to determine mastery and understanding
- Check for understanding by rephrasing directions or comprehension questions about the purpose, task analysis and application of the skill.
- Have students teach the skill to someone else.
- Utilize all necessary accommodations to support the student practicing the skill (e.g., extended time, small group or individual instruction, rephrasing of directions, task analysis, visual cues and prompts frequent breaks, use of multimedia to show understanding, dictation if necessary, giving verbal responses)

Step 2: Acquisition of Skill

Practice with Model

- Practice skill on simple assignment with model.

Monitor Acquisition and Progress

- Monitor students in real time while they implement and practice the skill.
- Check for understanding after each step.
- Give immediate feedback and have students correct their work.
- Make agreements with students in regards to time limits and frustration level.

Reteach

- Reteach specific skill if there is a learning breakdown and the student requires additional practice.
- Practice skill again on simple assignment with model.
- Monitor student frustration level that can be caused by difficulty mastering the skill and revising work.
- Simplify assignment, while requiring same content, if necessary to reduce frustration and anxiety.

Step 3: Application

Complete Novel Assignment

- Assign a novel assignment utilizing the same skill, but in a different situation, environment, or for a different purpose.
- Continually refer back to original steps and model inferences that can be made from original model to new assignment by using visual cues/prompts, completed assignments, practical application of skill, multimedia to show other uses of skill.

Reteach

- Reteach specific skill if there is a learning breakdown and the student requires additional practice.
- Practice skill again on simple assignment with model.
- Monitor student frustration level that can be caused by difficulty mastering the skill and revising work.
- Simplify assignment, while requiring same content, if necessary to reduce frustration and anxiety.

Step 4: Generalization

- Have students identify other situations, environments and purposes to use their new skill.
- Have students implement the skill for a different purpose in order to ensure practical application

Reteach

- Reteach specific skill if there is a learning breakdown and the student requires additional practice.
- Practice skill again on simple assignment with model.
- Monitor student frustration level that can be caused by difficulty mastering the skill and revising work.
- Simplify assignment, while requiring same content, if necessary to reduce frustration and anxiety.

Step 5: Evaluation and Adaptation

- Identify purposeful uses of skills
- Repurpose specific steps of skills and identify application of these skills to a novel situation
- Revise the actual skill and implement it in another context.
- Have students analyze and verbalize what worked for them, how they would use the skill, and how they would revise or adapt the skill for their own use.
- Discriminate between similar skills and identify appropriate use

Reteach

- Reteach specific skill if there is a learning breakdown and the student requires additional practice.
- Practice skill again on simple assignment with model.
- Monitor student frustration level that can be caused by difficulty mastering the skill and revising work.
- Simplify assignment, while requiring same content, if necessary to reduce frustration and anxiety.

Appendix F

Westmoreland Academy

Survey – Teaching Strategies and Interventions

Name: __ (Optional) _____ Position _____

1. How do you determine a baseline for a student's skill level (besides assessments)? _____

2. What is your strategy to teach a novel skill? (What steps do you use?) _____

3. What is your strategy for ensuring that your student maintains that skill? _____

4. How do you know if your student is ready to move on to the next skill? _____

5. How do you check for understanding? _____

6. Generally speaking, what accommodations are most effective with your student? _____

7. How do you know if your student is making progress? _____

8. What works at Westmoreland Academy in regards to student instruction and progress? _____

9. What doesn't? _____

10. What would improve the learning for your student? _____

Appendix G

Research paper

A research paper is a type of informative writing. Choose a topic, there are some suggestions below, or you can choose something you would like to research. Think about questions you have about the topic and use the internet, library, and your textbooks to help you write about it.

Topic examples:

What is alchemy and how has it been attempted?
How does a shark hunt?

Describe a conflict in world history.
What makes the platypus a unique and interesting mammal?

Elements to include in your paper		Rubric
Introduction	Introduce your topic and briefly state what you will discuss. (For example: Pickles are an integral condiment to the hotdog experience. In this paper I will discuss the ways in which pickles complement hotdogs, the varieties of pickles available, and the way in which pickles are made.	Clearly Stated topic: <i>1 point</i> Introduces details about topic to be discussed in the paper: <i>1 point</i>
Body Paragraph 1-first detail about your topic	Topic sentence: introduce the detail Include 2-3 sentences supporting this detail	Topic sentence: <i>1 point</i> Supporting evidence related to the topic: <i>1 point</i>
Body Paragraph 2-second detail about your topic	Topic sentence: introduce the detail Include 2-3 sentences supporting this detail	Topic sentence: <i>1 point</i> Supporting evidence related to the topic: <i>1 point</i>
Body Paragraph 3-third detail about your topic	Topic sentence: introduce the detail Include 2-3 sentences supporting this detail	Topic sentence: <i>1 point</i> Supporting evidence related to the topic: <i>1 point</i>
Conclusion	Summarize what topic you wrote about. What is this paper about? What details about your topic did you discuss?	Summarizes topic: <i>1 point</i> Details discussed: <i>1 point</i>
		Grammar and spelling: <i>1 point</i>

Name: _____

Journal: Spice up your writing! **Finish the story starter below using your imagination.**

**If you do not want to finish the story you may select three to five words from the vocabulary peppers/cards to include in a short story of your own creation.*

After reading the story starter below, continue to write about who Doug is, where he is, and what is in the box. If you want you can rename Doug and develop your protagonist as you see fit.

*Make sure to include **three** vocabulary words from the peppers in your writing. Please underline or highlight these words.*

Doug stuck his hand in the box and immediately pulled it out. "Ow," he said. He licked the side of his index finger as if it had honey on it.

Name: _____

Government: Ballot Measures Review

Please select a ballot measure to review from the following website:

<http://www.sos.ca.gov/elections/ballot-measures/qualified-ballot-measures/>

Working with a partner, discuss the ballot measure and highlight key items that are being proposed. Attach your highlighted copy of the ballot measure to this activity.

Please complete the chart below then use it to help you write a paragraph defending your vote for or against the proposition.

Proposition Number:	
Summary of Proposition	
Support For	Support Against

Name: _____

Using your notes above please write a one page persuasive essay in support of or opposing the ballot proposition. You may review the elements of a persuasive essay in your English text on page 442 and the example essay on page 448.

What to Include:

- Topic Sentence – introduce ballot measure number and a brief summary of what it concerns.
- A thesis statement that states your opinion and the action you want readers to take (to support or oppose the ballot measure)
- Well-organized evidence that supports your argument. Use quotes and examples from the ballot measure. Relate it to your life. How would this help or hinder the state government or the lives of Californians?
- Be sure to use persuasive language that is compelling and convincing.

Please use the rubric below to complete a self-assessment of your first draft before editing.

Criteria		Rating Scale				
		Not very		Very		
Focus	How clear is your thesis statement?	1	2	3	4	5
Organization	How effectively are your arguments organized?	1	2	3	4	5
Support/Elaboration	How well do you use evidence and a variety of appeals to support your position?	1	2	3	4	5
Style	How well do you use rhetorical devices, such as parallelism, repetition, and analogies?	1	2	3	4	5
Grammar/Mechanics	How correct is your grammar?	1	2	3	4	5

One area I excelled at: _____

One area I need to focus on: _____

English Composition Activity: **How-To Essay**

A How-To Essay is a form of expository writing in which the writer gives the audience instructions on how to complete a process. For example you could instruct someone on how to play a favorite video game, pass a level, and make a favorite recipe or anything else that interests you. Be sure to also include what materials are needed.

Step A) List out the steps to your process.

Step B) List the materials needed.

Step C) Write an introductory paragraph including:

Topic Sentence: What is the process you will describe? State that you will explain the process.

For example,

Zucchini bread is a delightful fall treat. It combines the healthy benefits of eating a vegetable like zucchini with the tasty characteristics of a delicious cake. In this essay I will describe how to make zucchini bread.

Step D) Describe your steps in your body paragraphs. You can organize the paragraphs based the order of the steps.

For example,

The first step to making zucchini bread is to gather all the ingredients. These include: flour, zucchini, etc...

After gathering the necessary ingredients, the second step to making zucchini bread is shredding the zucchini. To do this you use a grater and shred it into a bowl. Next you add to the bowl and then stir.

In the third step you butter and flour your baking pan. You can use muffin tins or a bread loaf pan. After, you need to pour your bread batter into a buttered and floured pan. You then need to preheat the oven to 400 degrees.

The last step is to bake the bread in a preheated oven at 400 degrees for 45 minutes. The bread will be done when you can poke a toothpick in the center and it comes out clean. Allow the bread to cool before eating.

Step E) Write a concluding paragraph to tie it all together. One sentence summary of the purpose of this essay: to inform about how to do _____ process. Then describe what you like about the game/process/item being made and provide your opinion here.

Photography Fieldwork Assignment 3: Texture



Eye Candy! - We're looking for images that will catch your eye. You'll find examples of lines, patterns and texture in everyday places. Use them to create strong images with lots of contrast. Flowers and plants are a good source of color and light. To get in close you'll need to use your "Macro" setting on your camera.



The macro setting will let you get within a few inches of your subject for extreme closeups. Most digital cameras have this feature so look for the icon in your controls. It looks like a small flower.

In this photograph the window frame literally frames the image of the patterns on the roof. Using one object to frame another is a great way to add depth to your photos. Experiment with a frame that adds contrast in terms of light or texture when compared with your subject.

- Turn in a three photograph series that explores lines, texture, and patterns in the world around you. Your work should show experimentation with composition, macro camera settings, and use of depth of field to limit and expand focus.

After completing the fieldwork assignment using a digital camera, choose one photograph to discuss and write a one paragraph discussion where you respond to the following questions.

- What caught your attention about the object you photographed?
- What did you choose to highlight: line, texture, or pattern? Describe what element in the photograph exemplifies this.
- How does your choice in framing this shot change the way you see a normal object?

Photography Fieldwork Assignment 5: Lighting



Light is the fundamental element of photography that transforms a scene from mundane to magical, from flat to multidimensional. Whether it's the glow of the golden hour, the harsh contrast of the midday sun, or the distant light of stars coaxed out through long exposure, light is key.

For this assignment, I invite you to speak the language of light. Spend time in one place and take note of how the changing light affects the mood and tone of what you're seeing. Observe the way light might fall on someone's face, cast a shadow across a surface, or play with color in a scene. Experiment with light sources in interior spaces, or get creative with light painting.

Examples of project ideas:

- You can take a photograph of the same scene/object throughout the day and capture the way that the light changes the look and feel of the photograph throughout the day (taking a picture once each period throughout the day).
- You could take pictures inside and outside and contrast how the lighting is different and evokes a different mood.
- You could select an object and then photograph it in different lights (example: outside in the bright sun, in front of the directional light coming through a window, under the diffused light filtering through the branches of a tree, etc.).

Show me the light your camera sees.

Discussion questions:

Describe your photograph or series of photographs. What type of lighting did you use to capture your photograph? Was it direct or diffused? If you photographed outside, was the day bright and sunny, overcast, or did time of day play a part in the different light available?

Photography Fieldwork Assignment 7: Narrative



Photographs can tell a picture, whether individually or through a series of still shots. In this fieldwork assignment you will capture three images that will tell a story. You may stage your scenes to evoke a particular narrative (you can ask your classmates, friends, or staff to be models and help you), or you may capture scenes of everyday life around campus that tell a story about the people or things you are observing. Consider continuity of the story and what you are trying to describe through your photographs.

*If you photograph others please make sure to ask permission and let them know it will only be used for your project in class and will not be published further without their consent.

Discussion Questions

Give your narrative series a title. Describe your narrative: what story are your photographs telling/showing? Who or what is the main protagonist in your narrative? What action takes place?



**CENTER FOR RESEARCH
AND REFORM IN EDUCATION**

This is to certify that Westmoreland Academy has participated in a
program design review of their *Diploma Bound Program* by the Johns Hopkins
School of Education's
Center for Research and Reform in Education

A handwritten signature in cursive script, appearing to read "St. M. Ross".

Steven M. Ross, Ph.D.
Director of Evaluation Services

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