

English Depart met in June 2016 to develop a curriculum map for the 2016-2017 school year.

**Saraland High School  
English Department  
Comprehensive Research Paper Guidelines**

- MLA (Modern Language Association) format—double spaced, Times New Roman font size 12.
- Outline and works cited page must be taught and expected per grade level.
- All grades and levels must tie the paper to a major literary text.
- The choice to use notecards is at the teacher's discretion.
- Research papers must be typed; typing other papers for each class is at the teacher's discretion.
- All grades and levels should utilize turnitin.com as a plagiarism check.
- The number of sources and lengths listed below is a **minimum** number for CPA, Pre AP, and AP.

9 <sup>th</sup> grade	CPR	5 paragraphs (1 ½ pgs.)	3 sources—1 quote per source
	CPA	6 paragraphs (2 pgs.)	3 sources—total of 4 quotes
	PreAP	8 paragraphs (3 pgs.)	3 sources—2 quotes per source

**\*\*All 9<sup>th</sup> grade research papers should be *informative*.**

10 <sup>th</sup> grade	CPR	6 paragraphs (2 pgs.)	4 sources—1 quote per source
	CPA	8 paragraphs (3 pgs.)	4 sources—total of 5 quotes
	PreAP	4 pgs.	4 sources—2 quotes, summary, or paraphrase per source

**\*\*All 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade research papers should be *argumentative*.**

**All levels in grades 11<sup>th</sup> and 12<sup>th</sup> should show evidence of quotes, summary, and paraphrase in their parenthetical documentation.**

11 <sup>th</sup> grade	CPR	7 paragraphs (2 ½ pgs.)	5 sources—5 parenthetical citations
	CPA	3 pgs.	5 sources—6 or more citations
	AP	5 pgs.	5 min. sources—2 citations per source
12 <sup>th</sup> grade	CPR	8 paragraphs (3 pgs.)	5 sources—6 parenthetical citations
	CPA	4 pgs.	5 sources—6 or more citations
	AP	6 pgs.	5 min. sources—2 citations per source

## English Bell Ringers

- **Monday**
  - Vocabulary Workshop
    - Context clues
    - Interactive games
- **Tuesday**
  - Journal writing
- **Wednesday**
  - Standardized test practice
- **Thursday**
  - Journal writing
- **Friday**
  - ACT/Aspire English practice
    - Editing

## SHS Character Walk

March 17, 24, 31 (TBD by Mrs. Spondike)

- **Classes to attend**
  - All English CPR classes
  - All advanced history classes
- **Time**
  - Periods 1-7
- **Attending students' requirements**
  - Get 10 autographs
  - Take a selfie with two favorite characters
  - Choose one character to be able to write a paragraph
- **Characters**
  - Name tag
  - Three paragraph biography
  - Sketch of dress

**Saraland High School**  
**English 9**  
**Quarter 1**

CCRS	Standards
	<b>Grammar</b>
35, 36, 37	<ul style="list-style-type: none"> <li>• Parts of speech</li> <li>-Nouns (Proper, collective, concrete, abstract)</li> <li>-Pronoun case</li> <li>-Verbs (parallel structure)</li> <li>-Prepositions (Memorize preposition song)</li> <li>-Adjectives</li> <li>-Adverbs</li> <li>-Conjunctions</li> <li>-Interjections</li> </ul>
	<b>Writing-Narrative/Informative</b>
21, 22, 23, 29, 36, 38	<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Timed narrative based on <i>Romeo and Juliet</i></li> <li>• Introduction to Informative Writing-William Shakespeare</li> </ul>
	<b>Literature</b>
1, 2, 3, 4, 5, 7, 10, 11, 13, 14, 15, 16, 17, 19, 34	<ul style="list-style-type: none"> <li>• Review elements of literature via summer reading</li> <li>• Summer reading assessment</li> <li>• Short stories <ul style="list-style-type: none"> <li>-“The Lottery”</li> <li>-“The Most Dangerous Game”</li> </ul> </li> <li>• Elements of drama <ul style="list-style-type: none"> <li>-<i>Romeo and Juliet</i></li> <li>-Read and analyze</li> <li>-Watch movie for comparing and contrasting</li> <li>-Video project</li> </ul> </li> <li>• Poetry <ul style="list-style-type: none"> <li>-“A Red, Red Rose”</li> </ul> </li> </ul>
	<b>Other</b>
	<ul style="list-style-type: none"> <li>• Diagnostic Test</li> </ul>
41	<ul style="list-style-type: none"> <li>• General test taking strategies <ul style="list-style-type: none"> <li>-PIRATES</li> <li>-ACT Aspire</li> </ul> </li> </ul>
39	<ul style="list-style-type: none"> <li>• Vocabulary Workshop Units 1-4</li> </ul>
41	<ul style="list-style-type: none"> <li>• ACT Periodic</li> </ul>
41	<ul style="list-style-type: none"> <li>• Compass Learning</li> </ul>

English 10  
Quarter 2

CCRS	Standards
	<b>Grammar</b>
	<ul style="list-style-type: none"> <li>• Literary Elements</li> <li>• Punctuation</li> <li>• Voice</li> <li>• Parts of Speech</li> <li>• Grammar</li> <li>• Commonly Confused Words</li> <li>• Vocabulary Workshop Workbook (Units 5-8)</li> <li>• Grammar for Writing Workbook</li> </ul>
	<b>Writing</b>
	<ul style="list-style-type: none"> <li>• Analytical Research Paper-Expository literary based</li> <li>• Character analysis -<i>Julius Caesar</i></li> </ul>
	<b>Literature</b>
	<ul style="list-style-type: none"> <li>• Early American Literature</li> <li>• Background knowledge -<i>Julius Caesar</i></li> <li>• Elements of drama</li> <li>• <i>Julius Caesar</i> -View Documentary -Give notes -Read play and watch movie for comparing/contrasting -Guided reading questions</li> </ul>
	<ul style="list-style-type: none"> <li>• ACT Practice via <a href="https://actonlineprep.act.org/ePrep/browserInfo.do">https://actonlineprep.act.org/ePrep/browserInfo.do</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Periodic Assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Compass Learning</li> </ul>
	<ul style="list-style-type: none"> <li>• Varsity Website /Aspire Practice</li> </ul>

**Saraland High School**  
**English 11**  
**Quarter 3**

CCRS	Standards
	<b>Grammar</b>
35, 36, 37	<ul style="list-style-type: none"> <li>• Punctuation               <ul style="list-style-type: none"> <li>-Colons</li> <li>-Semicolons</li> <li>-Commas</li> <li>-Quotations marks</li> <li>-Underlining</li> <li>-Apostrophes</li> </ul> </li> </ul>
	<b>Writing</b>
19, 23, 24, 25	<ul style="list-style-type: none"> <li>• Research paper               <ul style="list-style-type: none"> <li>-1920's</li> <li>- Harlem Renaissance</li> </ul> </li> </ul>
	<b>Literature</b>
8, 12, 16, 17, 27, 28, 29	<ul style="list-style-type: none"> <li>• Novel               <ul style="list-style-type: none"> <li>-<i>The Great Gatsby</i></li> <li>-Chapters 6-9</li> <li>-Roaring 20s Project</li> </ul> </li> <li>• Harlem Renaissance               <ul style="list-style-type: none"> <li>-Background information</li> <li>-“Dust Tracks on the Road”</li> <li>-“Black Boy”</li> <li>-“Tropics of New York”</li> <li>-“I, Too”</li> <li>-“Any Human to Another”</li> </ul> </li> </ul>
24, 25	<ul style="list-style-type: none"> <li>• ACT Practice via <a href="https://actonlineprep.act.org/ePrep/browserInfo.do">https://actonlineprep.act.org/ePrep/browserInfo.do</a></li> </ul>
4, 38, 39	<ul style="list-style-type: none"> <li>• Vocabulary Workshop Units 9-12</li> </ul>

**Saraland High School**  
**English 12**  
**Quarter 4**

<b>CCRS</b>	<b>Standards</b>
	<b>Grammar</b>
35, 36, 37, 38	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Modifiers</li> </ul>
	<b>Writing</b>
21, 22, 23, 24, 28, 29, 32, 34, 38, 40	<ul style="list-style-type: none"> <li>• Narrative – “Photograph” (pg. 1265) memoir on personal picture</li> <li>• Timed writings</li> <li>• Graduation speech</li> </ul>
	<b>Literature</b>
1, 2, 3, 4, 5, 6, 7, 9, 17, 18, 29, 39, 40	<ul style="list-style-type: none"> <li>• A Modest Proposal</li> <li>• Rape of the Lock</li> <li>• Blake</li> <li>• The rime of the Ancient Mariner</li> <li>• Various modern works</li> <li>• Churchill speeches/presidential speech</li> </ul>
37, 38, 39, 40	<ul style="list-style-type: none"> <li>• ACT Practice</li> <li>• Work Keys</li> <li>• Vocabulary Units 12-15</li> </ul>

AP English 11—Language and Composition  
Quarter 1

CCRS	Standards
	<b>Grammar</b>
	<ul style="list-style-type: none"> <li>• Grammar Review</li> </ul>
	<b>Writing</b>
	<ul style="list-style-type: none"> <li>• MLA Review</li> <li>• Rhetoric Notes</li> <li>• Introduce Rhetorical Triangle and SOAPstone prewriting techniques</li> <li>• Precis writing</li> <li>• Rhetorical Analysis Essay #1</li> <li>• Rhetorical Analysis Essay #2</li> </ul>
	<b>Literature</b>
	<ul style="list-style-type: none"> <li>• Satire</li> <li>• Letter from Canassatego</li> <li>• A Modest Proposal</li> <li>• Summer Reading—<i>Fahrenheit 451</i> and <i>In Cold Blood</i></li> </ul>
	<ul style="list-style-type: none"> <li>• ACT Practice via <a href="https://actonlineprep.act.org/ePrep/browserInfo.do">https://actonlineprep.act.org/ePrep/browserInfo.do</a></li> <li>• AP Practice Multiple Choice</li> <li>• AP Essential Terms Vocabulary</li> <li>• Vocabulary Workbook chapters 1-4</li> </ul>



# CCRS Reading Standards

- 1: 9-10 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of this information
- [ 1: 11-12 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.
- [ 2: 9-10 determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- [ 2: 11-12 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- [ 3: 9-10 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- [ 3: 11-12 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence
- [ 4: 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/ social studies
- [ 4: 11-12 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses or refines the meaning of a key term over the course of a text.
- [ 5: 9-10 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- [ 5: 11-12 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- [ 6: 9-10 compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- [ 6: 11-12 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- [ 7: 9-10 Integrate visual information
- [ 7: 11-12 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively as well as in words) in order to address a question or solve a problem.
- [ 8: 9-10 assess the extent to which the reasoning and evidence in a text support the author's claims.
- [ 8: 11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- [ 9: 9-10 Compare and contrast treatments of the same topic in several primary and secondary sources.
- [ 9: 11-12 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- [ 10: 9-10 By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.
- [ 10: 11-12 By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

# CCRS Writing Standards

Write arguments focused on discipline-specific content

1:A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

1:B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

1:C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.

1:D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1:E Provide a concluding statement or section that follows from or supports the argument presented.

2: Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2:A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

2: B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2: C Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2: D Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as the expertise of likely readers.

2:E Provide a concluding statement or section that follows from and supports the information or explanation provided (articulating implications or the significance of the topic).

3: Narrative skills continue to grow in these grades. Incorporate narrative elements effectively into arguments and informative/explanatory texts. Students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

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

5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9: Draw evidence from informational texts to support analysis, reflection, and research.

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

## Project CARE

Project CARE (Children Attuned to Remaining in Education), a prevention-intervention dropout plan designed for K-12 implementation, consists of three phases: Awareness/Identification, Intervention, and Evaluation. The primary intent of Project CARE is to provide additional staff contact time with at-risk students for the purpose of encouraging positive achievements and improved school attendance. Project CARE is based on the premise that one concerned school staff member can make the difference between a student graduating or dropping out, passing or failing, becoming a productive member of society or becoming a burden on society. Project CARE involves kindergarten through grade 12 faculty. It emphasizes early identification of at-risk students and concentrates efforts of key faculty members to keep these students in school. This broad-based program focuses on developing a student's self-esteem and providing an optimal climate for learning.



## Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date \_\_\_\_\_ School \_\_\_\_\_ City \_\_\_\_\_ State or Province \_\_\_\_\_ Country \_\_\_\_\_ Grade Level \_\_\_\_\_

Time In \_\_\_\_\_ Time Out \_\_\_\_\_ Check ALL that apply: Lesson Beg. \_\_\_\_\_ Lesson Middle \_\_\_\_\_ Lesson End \_\_\_\_\_ Subject Observed \_\_\_\_\_ Observer Name \_\_\_\_\_

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
<b>A. Equitable Learning Environment:</b>				
1. Has differentiated learning opportunities and activities that meet her/his needs	4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	2	1
<b>B. High Expectations Environment:</b>				
1. Knows and strives to meet the high expectations established by the teacher	4	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	4	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	4	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	3	2	1
<b>C. Supportive Learning Environment:</b>				
1. Demonstrates or expresses that learning experiences are positive	4	3	2	1
2. Demonstrates positive attitude about the classroom and learning	4	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	3	2	1
<b>D. Active Learning Environment:</b>				
1. Has several opportunities to engage in discussions with teacher and other students	4	3	2	1
2. Makes connections from content to real-life experiences	4	3	2	1
3. Is actively engaged in the learning activities	4	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
<b>E. Progress Monitoring and Feedback Environment:</b>				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
<b>F. Well-Managed Learning Environment:</b>				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
<b>G. Digital Learning Environment</b>				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1

NOTES:

## **Lesson Plans**

\*Lesson plans are displayed in plastic sign holders on the wall outside of every teacher's classroom door. The lesson plans include objectives and standards and are updated weekly.

## Spartan STAR

Saraland High School has identified 60 students who scored in the yellow (close) area on the STAR Test, and they attend tutoring during one of their elective classes one day a week. A highly qualified teacher in one of the cores works with approximately 18 students, 5-6 students in each group, three days a week during their planning time. SHS is confident that this extra help in the areas of reading and math will provide additional instruction and drill and practice. By putting this program in place, SHS students who are "close" should move to the "ready" level due to the extra help and scaffolding.







**Instructional Rounds #1  
Saraland High School  
Friday, September 23, 2016**

7:45 - 7:55	Sign In
7:55 - 8:25	Welcome / Group Focus
8:30 - 9:25	Classroom Visits
9:30 - 9:45	Individual Review of Notes / Identifying Descriptive Evidence
9:45 - 10:00	Break
10:00 - 11:30	Mapping / Categories / Patterns / Commitment Cards
11:35-12:30	Gallery with faculty observed / Commitment Cards

<b>Time</b>	<b><u>Class Visit #1</u> 8:30-8:45</b>	<b><u>Class Visit #2</u> 8:50-9:05</b>	<b><u>Class Visit #3</u> 9:10-9:25</b>
<b><u>Team 1</u></b> S. Croley K. Skidmore R. Stefurek A. McWain	S. Huff Rm 500 Subject: Pre Calculus	D. Inman Rm 231 Subject: Earth/Space Science	A. Lange Rm 221 Subject: English 10 CPA
<b><u>Team 2</u></b> B. Spondike D. Wilkerson D. McCollum R. Carmichael	M. Driver Rm 123 Subject: English 11 CPA	C. Beasley Rm 501 Subject: Pre AP Alg II/Trig	T. Edge Rm 225 Subject: US Government
<b><u>Team 3</u></b> J. Ward D. Mason T. Walker J. McNellage	T. Thames Rm 401 Subject: Therapeutic Services	K. Ross Rm 201 Subject: Pre AP Chemistry	M. Williamson Rm 109 Subject: US History II CPA

## Saraland City Schools

Event Instructional Rounds #1

Date: 9/23/16

Location: Saraland High School

	Teacher	Substitute Print	Substitute Signature	Time In	Time Out
(Huff)	SKidmore	K. Boothe	Kaye Boothe	7:15	3:15
(Inman)	Stefurak	T. Moore	Jammy Moore	7	3:15
(Lange)	McWain	C. Thomann	C. Thomann	7:35	3:15
(Driver)	Willkerson	M. Burkett	M. Burkett	7	3:15
(Beasley)	McCollum	B. McCall	B. McCall	7	3:15
(Edge)	Carmichael	A. Gamble	A. Gamble	7:10	3:15
(Thomas)	Mason	V. Hultquist	Vigrid M. Hultquist	7:00	3:15
(Ross)	Walker	G. Mayo	G. Mayo	7:05	3:06
(Williamson)	McNellage	D. Pledger	Danielle Pledge	7:20	3:15

Approved by Beverly J. Spordike

Title II Funds to cover cost

### Instructional Rounds # 1 - 9/23/16

Teacher	Signature
Baldwin	
Beasley	<i>W. W. Beasley</i>
Boutwell	
Breland	
Bryant	
Carmichael	<i>R. Carmichael</i>
Cozad	
Crane, A	
Crane, V.	
Cunningham, J	
Cunningham, L.	
Davidson	
Driver	<i>M. Driver</i>
Easley	
Edge	<i>J. Edge</i>
Edwards	
Fancher	
Grogan	
Hall	
Hill	<i>A. Hill</i>
Huff	<i>Huff</i>
Inman	<i>Inman</i>
Johnson	
Jones	
Kelly, J.	
Kelly, L.	
Lange	<i>Anna Lange</i>
Larson	
Little	

Teacher	Signature
Malone	
Mason	<i>D. Mason</i>
McCollum	<i>D. McCollum</i>
McKinley	
McNellage	<i>McNellage</i>
McWain	<i>McWain</i>
Murphy	
Parkin	
Roberts, D.	
Roberts, R	
Robinson	
Ross	<i>K. Ross</i>
Ryan	
Simmons	
Skidmore	<i>K. Skidmore</i>
Smith, S.	
Spradlin	
Steele	
Stefurak	<i>R. Stefurak</i>
Stinson	
Sunnycalb	
Thames	<i>J. Thames</i>
Walker	<i>Walker</i>
Whitlock	
Whitten	
Wilkerson	<i>D. Wilkerson</i>
Williamson	<i>M. Williamson</i>
Wood	

**Instructional Rounds #2**  
**Saraland High School**  
**Monday, November 28, 2016**

7:45 - 7:55 Sign In

7:55 - 8:30 Welcome / Group Focus / Needed Materials

8:35 - 9:30 Classroom Visits

9:30 - 9:45 Individual Review of Notes / Identifying Descriptive Evidence

9:45 - 10:00 Break

10:00 - 11:30 Mapping / Categories / Patterns / Commitment Cards

12:15-1:15 Gallery with faculty observed / Commitment Cards

<b>Time</b>	<b><u>Class Visit #1</u></b> <i>8:35-8:50</i>	<b><u>Class Visit #2</u></b> <i>8:55-9:10</i>	<b><u>Class Visit #3</u></b> <i>9:15-9:30</i>
<b><u>Team 1</u></b> S. Croley J. Cunningham C. Edwards R. Larson	L. Little Rm 129 Subject: English 9 CPA	D. Roberts Rm 600 Subject: Geometry CPR	C. Grogan Rm 205 Subject: AP Biology
<b><u>Team 2</u></b> B. Spondike A. Crane R. Roberts J. Steele	K. Robinson Rm 107 Subject: US History I	M. Bryant Rm 503 Subject: Spanish I	C. Baldwin Rm 121 Subject: Mythology
<b><u>Team 3</u></b> B. Finnigan S. Smith J. Stinson S. Whitlock	G. Cozad Rm 111 Subject: AP European History	L. Spradlin Rm 504 Subject: Aglebra I CPA	M. Parkin Rm 606 Subject: Pre AP Biology

# CCRS Pacing Guide

## Algebra 2

2016-2017

COS	Qtr	Objective	ACT	Dates Tested /Retested
1		1.) Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real. [N-CN1]		
2		2.) Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. [N-CN2]		
3		3.) (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers. [N-CN3]		
4		4.) Solve quadratic equations with real coefficients that have complex solutions. [N-CN7]		
5		5.) (+) Extend polynomial identities to the complex numbers.		
6		6.) (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. [N-CN9]		
7	1	7.) (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. (Use technology to approximate roots.) [N-VM6] (Alabama)	✓	9/23/16 9/28/16
8	1	8.) (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. [N-VM7]	✓	9/23/16 9/28/16
9	1	9.) (+) Add, subtract, and multiply matrices of appropriate dimensions. [N-VM8]	✓	9/23/16 9/28/16
10	1	10.) (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties. [N-VM9]	✓	9/23/16 9/28/16
11	1	11.) (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. [N-VM10]c	✓	9/23/16 9/28/16
12		12.) Interpret expressions that represent a quantity in terms of its context.* [A-SSE1] a. Interpret parts of an expression such as terms, factors, and coefficients. [A-SSE1a] b. Interpret complicated expressions by viewing one or more of their parts as a single entity. [A-SSE1b]	✓	
13	1, 2	13.) Use the structure of an expression to identify ways to rewrite it. [A-SSE2]	✓	8/17/16 9/28/16

# CCRS Pacing Guide

## Algebra 2

2016-2017

14		14.) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.* [A-SSE4]		
15		15.) Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [A-APR1]		
16		16.) Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ . [A-APR2]		
17		17.) Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. [A-APR3]		
18		18.) Prove polynomial identities and use them to describe numerical relationships. [A-APR4]		
19		19.) Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x), b(x), q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or for the more complicated examples, a computer algebra system. [A-APR6]		
20		20.) Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> [A-CED1]		
21		21.) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [A-CED2]		
22		22.) Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. [A-CED3]	9/15/16	9/28/16
23		23.) Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. [A-CED4]		
24		24.) Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. [A-REI2]		
25		25.) Recognize when the quadratic formula gives complex solutions, and write them as $a \pm bi$ for real numbers $a$ and $b$ . [A-REI4b] (Alabama)		

# CCRS Pacing Guide

## Algebra 2

2016-2017

26	2	26.) (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimensions $3 \times 3$ or greater). [A-REI9]		
27		27.) Explain why the $x$ -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* [A-REI11]		
28		28.) Create graphs of conic sections, including parabolas, hyperbolas, ellipses, circles, and degenerate conics, from second-degree equations. (Alabama) a. Formulate equations of conic sections from their determining characteristics. (Alabama)		
29		29.) Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.* [F-IF5]		
30		30.) Graph functions expressed symbolically, and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* [F-IF7] a. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. [F-IF7b] b. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. [F-IF7c] c. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. [F-IF7e]		
31		31.) Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. [F-IF8]		
32		32.) Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). [F-IF9].		
33		33.) Write a function that describes a relationship between two quantities.* [F-BF1] a. Combine standard function types using arithmetic operations. [F-BF1b]		
34		34.) Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment		



# CCRS Pacing Guide

## Algebra 2

2016-2017

		with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. [F-BF3]		
35		35.) Find inverse functions. [F-BF4] a. Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse, and write an expression for the inverse. [F-BF4a]		
36		36.) For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers, and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology. [F-LE4]		
37		37.) (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). [S-MD6]		
38		38.) (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). [S-MD7]		
39		39.) Describe events as subsets of a sample space (the set of outcomes), using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). [S-CP1]		
40		40.) Understand the conditional probability of $A$ given $B$ as $P(A \text{ and } B)/P(B)$ , and interpret independence of $A$ and $B$ as saying that the conditional probability of $A$ given $B$ is the same as the probability of $A$ , and the conditional probability of $B$ given $A$ is the same as the probability of $B$ . [S-CP3]		
41		41.) Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. [S-CP4]		
42		42.) Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. [S-CP5]		
43		43.) Find the conditional probability of $A$ given $B$ as the fraction of $B$ 's outcomes that also belong to $A$ , and interpret the answer in terms of the model. [S-CP6]		
44		44.) Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model. [S-CP7]		

# CCRS Pacing Guide

## Algebra 2

2016-2017

45		45.) (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$ , and interpret the answer in terms of the model. [S-CP8]		
46		46.) (+) Use permutations and combinations to compute probabilities of compound events and solve problems. [S-CP9]		

**CCRS Pacing Guide  
English 9 (CPK)**

**2016-2017**

Qtr	CCRS	ACT Aspire Reading	ACT Aspire English	ACT Aspire Writing	Dates Tested /Retested	
	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]	√		√	8/10/16, 8/29/16, 8/31/16, 9/14/16, 9/28/16
	2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]	√		√	8/22/16, 8/29/16, 8/31/16, 9/14/16, 9/28/16
	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.9-10.3]	√		√	8/29/16, 8/31/16, 9/14/16
	4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]	√	√	√	8/10/16, 8/12/16, 8/19/16, 8/26/16, 9/2/16, 9/9/16

**CCRS Pacing Guide**  
**English 9 (CPR)**

**2016-2017**

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. [RL.9-10.5]	√	√	√	8/22/16
6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]	√		√	
7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ). [RL.9-10.7]	√		√	8/31/16, 9/14/16, 9/28/16
8	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]	√			
9	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. [RL.9-10.10]	√			9/28/16
10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	√	√	√	9/28/16

**CCRS Pacing Guide  
English 9 (CP2)**

**2016-2017**

		well as inferences drawn from the text. [RI.9-10.1]				
	<b>11</b>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]	√	√	√	9/28/16
	<b>12</b>	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.9-10.3]	√		√	
	<b>13</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]	√		√	9/28/16
	<b>14</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]	√		√	
	<b>15</b>	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.9-10.6]	√		√	
	<b>16</b>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in	√		√	

**CCRS Pacing Guide**  
**English 9 (CPR)**

**2016-2017**

		both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]				
	<b>17</b>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]	√			
	<b>18</b>	Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9] (Alabama)	√		√	
	<b>19</b>	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]	√			
	<b>20 a-e</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]	√		√	8/29/16, 10/11/16
	<b>21 a-e</b>	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]		√	√	8/29/16, 10/11/16
	<b>22 a-e</b>	Write narratives to develop real or imagined		√	√	

**CCRS Pacing Guide**  
**English 9 (CPR)**

**2016-2017**

		experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]				
23		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]	√		√	8/29/16, 10/11/16
24		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]			√	
25		Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]	√		√	
26		Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]	√		√	9/14/16, 9/15/16, 9/16/16

**CCRS Pacing Guide**  
**English 9 (CPR)**

**2016-2017**

27	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]	√	√	√	9/14/16, 9/15/16, 9/16/16
28 a-b	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]			√	10/11/16
29	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single-sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]	√	√	√	8/29/16, 10/11/16



**CCRS Pacing Guide**  
**English 9 (CPK)**

**2016-2017**

30	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]</p> <p>d. Respond thoughtfully to diverse perspectives,</p>	√	√	√	
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**CCRS Pacing Guide**  
**English 9 (CPE)**

**2016-2017**

	summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]				
<b>31</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]	√		√	
<b>32</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]	√	√		
<b>33</b>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and	√			

**CCRS Pacing Guide**  
**English 9 (CPE)**

**2016-2017**

		the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]				
	34	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]	√		√	
	35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]	√	√	√	
	36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]  a. Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. (Alabama)  b. Apply rules of subject-verb agreement with the subjunctive mood. (Alabama)  c. Use parallel structure.* [L.9-10.1a]  d. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,		√	√	8/29/16, 9/8/16, 9/28/16

**CCRS Pacing Guide**  
**English 9 (OPP)**

**2016-2017**

		absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]				
	37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]  a. Use commas correctly with non-essential appositives. (Alabama)  b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]  c. Use a colon to introduce a list or quotation. [L.9-10.2b]  d. Spell correctly. [L.9-10.2c]		√	√	8/29/16, 9/8/16, 9/28/16
	38	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. [L.9-10.3]  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern	√	√		

CCRS Pacing Guide  
English 9 (CP2)

2016-2017

		Language Association's <i>MLA Handbook</i> , Turabian's <i>A Manual for Writers</i> ) appropriate for the discipline and writing type. [L.9-10.3a]				
39		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical;</i> <i>advocate, advocacy</i> ). [L.9-10.4b]  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a	√	√	√	8/12/16, 8/19/16, 8/26/16, 9/2/16 9/9/16, 9/16/16, 9/22/16

**CCRS Pacing Guide**  
**English 9 (OPP)**

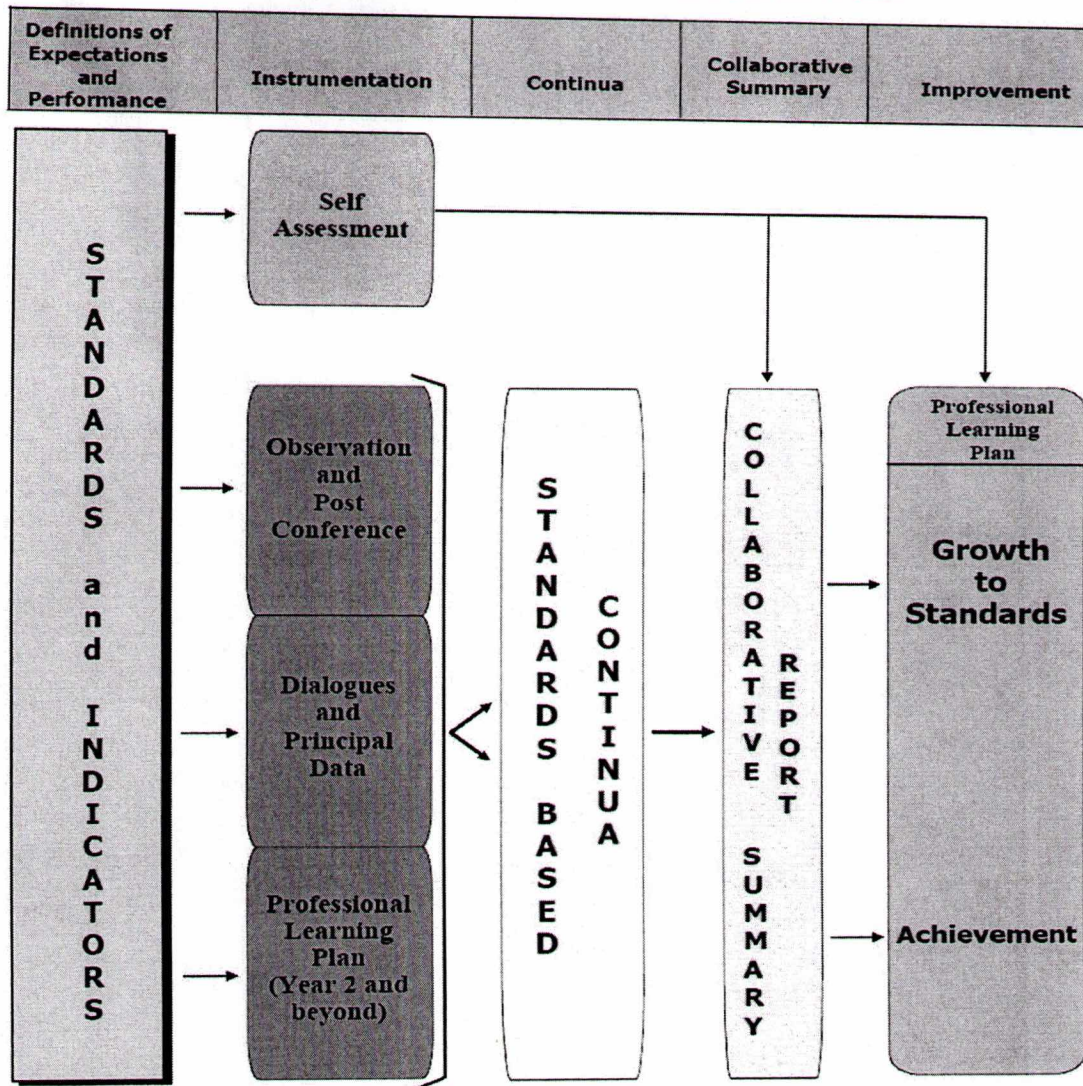
**2016-2017**

		dictionary). [L.9-10.4d]				
	<b>40</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]  b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]	√		√	8/9/16, 8/10/16, 9/23/16
	<b>41</b>	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. [L.9-10.6]	√		√	8/16/16, 8/22/16, 8/29/16, 9/6/16, 9/12/16, 9/29/16

#### Lesson 4. HOW THE PROCESS WORKS

You already know that EDUCATEAlabama is a standards-based evaluation system, and you are familiar with the teaching standards (AQTs) which are the foundation for every aspect of the system. But, you need to know the remaining parts of the system and how the evaluation process will be implemented. Below is a graphic representation of the components and the process (the graphic is also in the Resources section at the end of this document and can be accessed by clicking on the following link: [Process Graphic](#)).

How the EDUCATEAlabama Collaborative Process Works



If you follow along on the “How the EDUCATEAlabama Collaborative Works” graphic, as we explain its contents and meaning, you should have at the end of the explanation the “big picture”; i.e., understanding of the evaluation process and how it works.

## **Mentoring at SHS**

During the 2016-17 school year at Saraland High School, SHS's IP has mentored our new teachers. One, a first year educator, teaches 10<sup>th</sup> grade English and the other, who has some experience at the college level, teaches 9<sup>th</sup>-10<sup>th</sup> grade history. We generally meet once every two weeks, whether it be one-on-one or as a group.

The focus of our meetings have been somewhat individualized due to the different levels of experience. With one being a first year teacher, the one-on-one meetings have revolved around enforcing classroom rules, establishing everyday procedures, and overall classroom management. With the more experienced teacher, who was transitioning from a stint as a college teaching assistant, they discussed strategies related to motivating high school students and utilizing positive reinforcement. As a whole, the mentoring meetings collectively focused on approaches to assessing student work and time management for overall student achievement.

In addition to the IP, veteran teachers have mentored new teachers, both formally and informally. The content of the meetings are usually centered around the needs of the teacher, allowing them to ask questions when they arise.



**Teacher Mentor Program  
Activity Log  
2016-2017**

The completed activity log is due **Friday, May 12** to Dr. Sousa and your principal.

August 2016:

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September 2016:

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October 2016:

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November 2016:

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December 2016:

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January 2017:

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February 2017:

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March 2017:

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April 2017:

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May 2017:

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Mentee:  \_\_\_\_\_

Mentor Signature:  \_\_\_\_\_

Date: May 12<sup>th</sup>, 2017

