STAR Rewards Movie Day

- Teachers, please stand by your door and ensure that each student is in possession of a ticket.
- No Ticket, No Release From Class, No Exceptions
- Students will report to the lower level of the Performing Arts Center. The upper level is off limits.
- Students, please have your tickets out and ready before you get to the PAC.
- Teachers, if your entire class is participating, please report to the PAC to help monitor.
- This will be a good time for review and/or makeup work for any students not participating.
- 9th grader will be released first... then the remainder of ticket holders.

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.

Screening Report
Alabama ACT Aspire

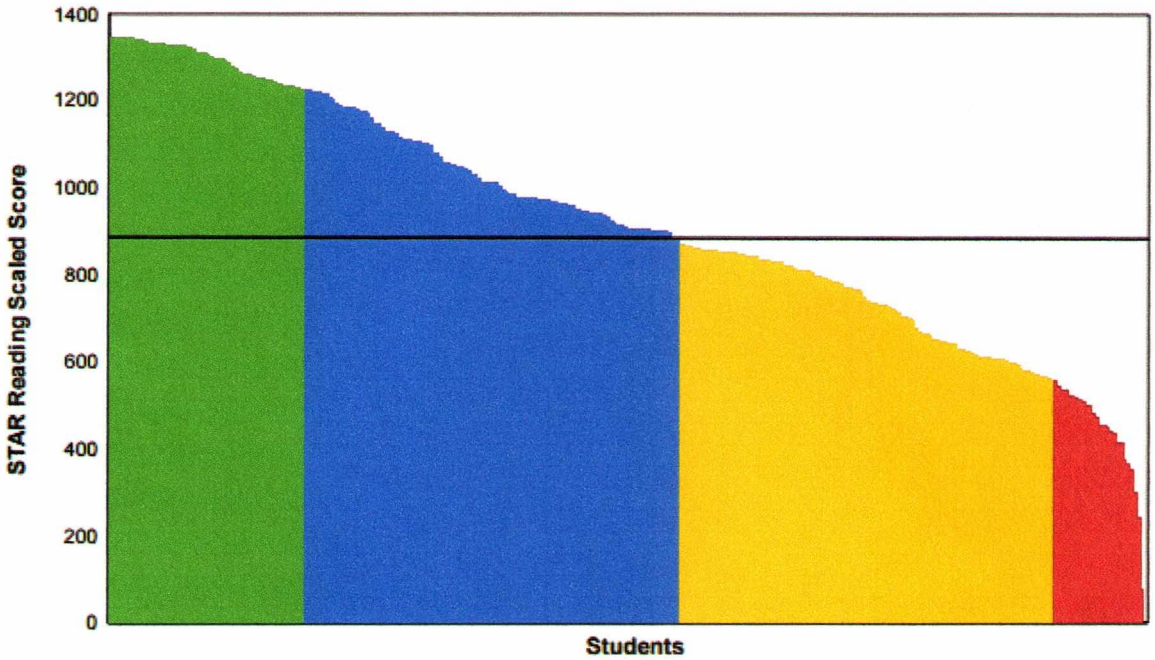
Printed Friday, November 18, 2016 8:28:22 AM

School: Saraland High School

Reporting Period: 10/10/2016 - 11/4/2016 (Qtr 2)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 9



Categories / Levels	Current Benchmark	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeding	At/Above 1225 SS	56	19%	At/Above 1254 SS
Ready	At/Above 886 SS	108	36%	At/Above 924 SS
Category Total		164	55%	
Less Than Proficient				
Close	Below 885 SS	108	36%	Below 924 SS
Need Support	Below 559 SS	26	9%	Below 614 SS
Category Total		134	45%	
Students Tested		298		

STAR Reading

Screening Report
Alabama ACT Aspire

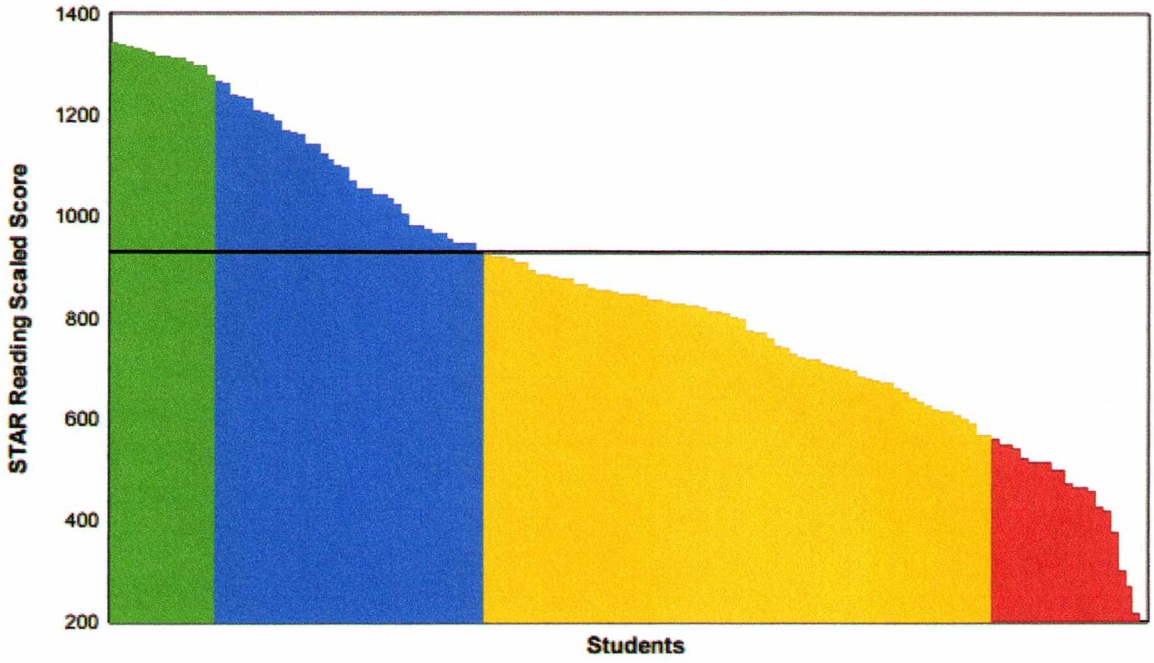
Printed Friday, November 18, 2016 8:29:28 AM

School: Saraland High School

Reporting Period: 10/10/2016 - 11/4/2016 (Qtr 2)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 10



Categories / Levels	Current Benchmark[d]	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeding	At/Above 1273 SS	14	10%	At/Above 1295 SS
Ready	At/Above 930 SS	36	26%	At/Above 964 SS
Category Total		50	36%	
Less Than Proficient				
Close	Below 929 SS	68	49%	Below 964 SS
Need Support	Below 567 SS	20	14%	Below 621 SS
Category Total		88	64%	
Students Tested		138		

STAR Math

Screening Report
Alabama ACT Aspire

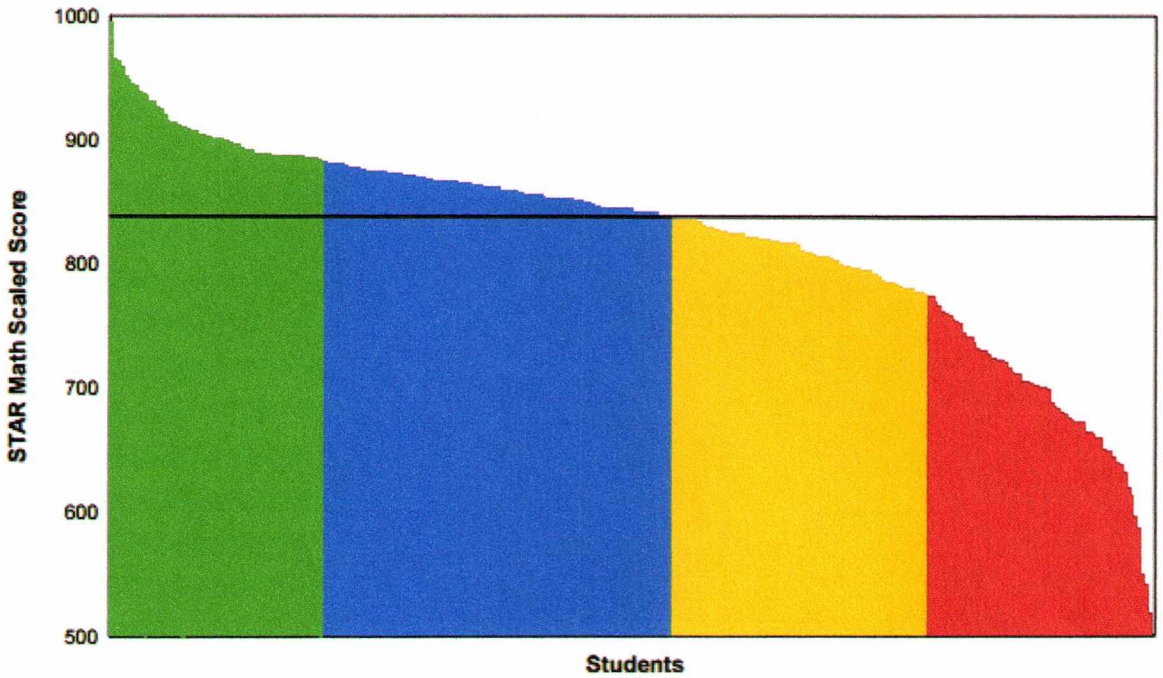
Printed Friday, November 18, 2016 8:31:32 AM

School: Saraland High School

Reporting Period: 10/10/2016 - 11/4/2016 (QTR 2)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 9



Categories / Levels	Current Benchmark	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeding	At/Above 883 SS	61	21%	At/Above 895 SS
Ready	At/Above 838 SS	99	33%	At/Above 855 SS
Category Total		160	54%	
Less Than Proficient				
Close	Below 837 SS	73	25%	Below 855 SS
Need Support	Below 775 SS	64	22%	Below 799 SS
Category Total		137	46%	
Students Tested		297		

STAR Math

Screening Report
Alabama ACT Aspire

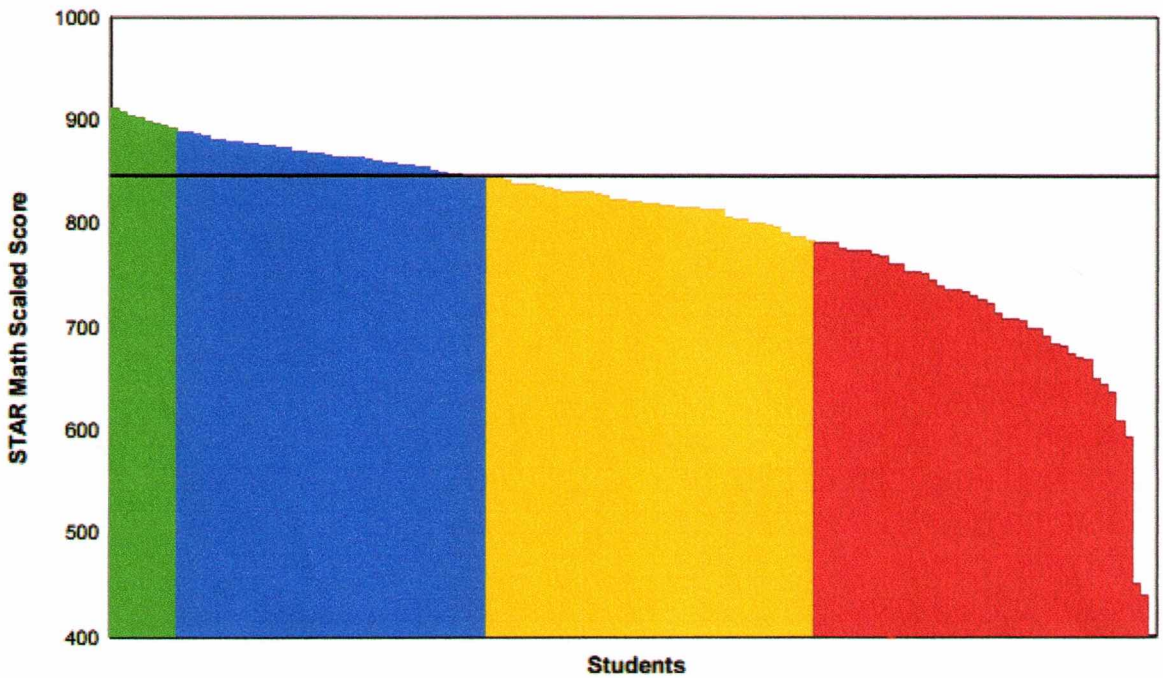
Printed Friday, November 18, 2016 8:32:19 AM

School: Saraland High School

Reporting Period: 10/10/2016 - 11/4/2016 (QTR 2)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 10



Categories / Levels	Current Benchmark	Number	Percent	Benchmark At Time of State Test
Proficient				
Exceeding	At/Above 890 SS	8	6%	At/Above 900 SS
Ready	At/Above 846 SS	38	30%	At/Above 860 SS
Category Total		46	36%	
Less Than Proficient				
Close	Below 845 SS	40	31%	Below 860 SS
Need Support	Below 782 SS	41	32%	Below 803 SS
Category Total		81	64%	
Students Tested		127		

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

Student Aide Guidelines
Evaluation Rubric

1. Privilege- Ambassador for Saraland High
2. Minimum of 3.5 GPA
3. Proper uniform at all times (professional)
4. Students will rotate quarterly (Front Office, Media Center, Counselor's Suite)
    - 1st; 2nd 9 weeks- remain at post
    - 3rd' 4th 9 weeks- rotate accordingly
5. No discipline referrals (1st referral= probation; 2nd dismissal & schedule change)
6. Cannot exceed 3 unexcused absences per semester- dismissal and schedule change
7. Number of Aides- Periods(1,2,4) 3 front, 2 counselors, 2 Media; Total (7)- Periods (3,5,6,7) 2 front, 2 counselors, 2 media; Total (6)

Student Name:_____ Period: _____

Signature of Advisor: _____ Date: _____

Office Aid_____ Library Aid_____ Counselor Aid_____

(check which one)

1-5 points in each category 1=the least, 5=the most

	Arrives on-time daily	Takes self-initiative On Daily Tasks	Has Positive Attitude	Total Points
Student Self Evaluation	____	____	____	____
Tchr/Off/Couns Evaluation	____	____	____	____

Comments if necessary: Points Average /15

_____ Grade ____

_____ _____

CCRS Pac_g Guide
9th Grade Algebra CPR
2016-2017

[redacted]

COS	QTR	Objective/Standard	ACT Aspire	Dates Tested /Retested
1		Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. [N-RN1] ***Example: We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.***		
2	/	Rewrite expressions involving radicals and rational exponents using the properties of exponents. [N-RN2]		8/11, 8/18, 9/28
3	/	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. [N-RN3]		8/11, 8/18, 9/28
4	/	Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [N-Q1]		8/11, 8/18, 8/25 9/28
5		Define appropriate quantities for the purpose of descriptive modeling. [N-Q2]		
6		Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. [N-Q3]		
7		Interpret expressions that represent a quantity in terms of its context.* [A-SSE1]		
7a		Interpret parts of an expression such as terms, factors, and coefficients. [A-SSE1a]		
7b	/	Interpret complicated expressions by viewing one or more of their parts as a single entity. [A-SSE1b] ***Example: Interpret $P(1+r)^n$ as the product of P and a factor not depending on P.***		9/2, 9/28

CCRS Pacing Guide
9th Grade Algebra CPR
2016-2017

[redacted]

8		Use the structure of an expression to identify ways to rewrite it. [A-SSE2] ***Example: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.***		
9		Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* [A-SSE3]		
9a		Factor a quadratic expression to reveal the zeros of the function it defines. [A-SSE3a]		
9b		Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. [A-SSE3b]		
9c		Determine a quadratic equation when given its graph or roots.		
9d		Use the properties of exponents to transform expressions for exponential functions. [A-SSE3c] ***Example: The expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.***		
10	/	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]		9/2, 9/28
11	/	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. [A-APR7]		9/13, 9/23, 9/28
12	/	Create equations and inequalities in one variable, and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* [A-CED1]		9/2, 9/13, 9/23, 9/28
13		Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [A-CED2]		
14	/			9/13, 9/23, 9/28

CCRS Pacing Guide
9th Grade Algebra CPR
2016-2017

[redacted]

	/	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. [A-CED3] ***Example: Represent inequalities describing nutritional and cost constraints on combinations of different foods.***		9/13, 9/28
15	/	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. [A-CED4] ***Example: Rearrange Ohm's law V = IR to highlight resistance R.***		9/2, 9/28
16	/	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. [A-REI1]		9/2, 9/28
17	/	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [A-REI3]		8/25, 9/13, 9/23, 9/28
18	/	Solve quadratic equations in one variable. [A-REI4]		8/25, 9/28
18a		Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. [A-REI4a]		
18b		Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square and the quadratic formula, and factoring as appropriate to the initial form of the equation.[A-REI4b]		
19		Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. [A-REI5]		
20		Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. [A-REI6]		
21		Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. [A-REI7]		

CCRS Pacing Guide
9th Grade Algebra CPR
2016-2017

[redacted]

		Example: Find the points of intersection between the line $y = -3x$ and the circle $x_2 + y_2 = 3$.		
22		Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). [A-REI10]		
23		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]		
24		Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. [A-REI12]		
25		Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. [F-IF1]		
26		Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. [F-IF2]		
27		Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. [F-IF3] ***Example: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.***		
28		For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.** [F-IF4]		
29				

CCRS Pa[illegible]ng Guide
9th Grade Algebra CPR
2016-2017

[redacted]

		Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.* [F-IF5] ***Example: If the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.***		
30		Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* [F-IF6]		
31		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]		
31a		Graph linear and quadratic functions, and show intercepts, maxima, and minima. [F-IF7a]		
31b		Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. [F-IF7b]		
32		Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. [F-IF8]		
32a		Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. [F-IF8a]		
32b		Use the properties of exponents to interpret expressions for exponential functions. [F-IF8b] ***Example: Identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, and $y = (1.2)^{t/10}$, and classify them as representing exponential growth and decay.***		
33		Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). [F-IF9] ***Example: Given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.***		
34		Write a function that describes a relationship between two quantities.* [F-BF1]		
34a				

CCRS Pacing Guide
9th Grade Algebra CPR
2016-2017

[redacted]

		Determine an explicit expression, a recursive process, or steps for calculation from a context. [F-BF1a]		
34b		Combine standard function types using arithmetic operations. [F-BF1b] ***Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.***		
35		Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.* [F-BF2]		
36		Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment 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]		
37		Distinguish between situations that can be modeled with linear functions and with exponential functions. [F-LE1]		
37a		Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. [F-LE1a]		
37b		Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. [F-LE1b]		
37c		Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. [F-LE1c]		
38		Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). [F-LE2]		
39		Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. [F-LE3]		
40				

CCRS P. ng Guide
9th Grade Algebra CPR
2016-2017

[redacted]

		Interpret the parameters in a linear or exponential function in terms of a context. [F-LE5]		
41		Represent data with plots on the real number line (dot plots, histograms, and box plots). [S-ID1]		9/2, 9/28
42	/	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. [S-ID2]		9/2, 9/28
43	/	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). [S-ID3]		9/2, 9/28
44		Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. [S-ID5]		9/2, 9/28
45		Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. [S-ID6]		
45a		Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* [S-ID6a]		
45b		Informally assess the fit of a function by plotting and analyzing residuals. [S-ID6b]		
45c		Fit a linear function for a scatter plot that suggests a linear association. [S-ID6c]		
46		Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. [S-ID7]		
47		Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. [S-CP2]		

[redacted]

CCRS Pacing Guide
English 10 CPA

2016-2017

COS#	Qtr	Standards/Objectives	ACT Aspire Reading	ACT Aspire English	ACT Aspire Writing	Dates Tested /Retested
1	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]	√			
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]	√			
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]	√			
4	1	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]	√			9/28/16 9/14/16
5		Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time	√			

CCRS Pacing Guide
English 10

2016-2017

		(e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]				
6		Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6] (Alabama)	√			
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*Landscape with the Fall of Icarus*). [RL.9-10.7]	√			
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 early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9] (Alabama)	√			
9		By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. [RL.9-10.10]	√			
10		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]	√			
11		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]	√			
12	\	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]	√			9/28/16
13	\	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 9/14/16

CCRS Pacing Guide
English 10

2016-2017

14		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]	√			
15		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]	√			
16		Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]	√			
17		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]	√			
18		Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]	√			
19		Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]	√			
20		By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]	√			
21 a-e		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]			√	
22 a-e		Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately			√	

CCRS Pacing Guide
English 10

2016-2017

		through the effective selection, organization, and analysis of content. [W.9-10.2]				
23 a-e		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]			√	8/12/16
24		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 21-23 above.) [W.9-10.4]			√	
25		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-10.) [W.9-10.5]			√	
26		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]				
27		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; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]				
28		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; and 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]				

CCRS Pacing Guide
English 10

2016-2017

29		Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9] a. Apply *Grade 10 Reading standards* to literature (e.g., "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"]. [W.9-10.9a] b. Apply *Grade 10 Reading standards* to literary nonfiction (e.g., "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"). [W.9-10.9b]	√			
30		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]			√	
31		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1] 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] b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key				

CCRS Pacing Guide
English 10

2016-2017

		issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b] 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] d. Respond thoughtfully to diverse perspectives, 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]				
32		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]				
33		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]	√			
34	1	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]				8/29, 30, 31/16
35	1	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]				8/29, 30, 31/16
36		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See	√		√	

CCRS Pacing Guide
English 10

2016-2017

		Grade 10 Language standards 37 and 39 for specific expectations.) [SL.9-10.6]				
37	I	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1] a. Use parallel structure.* [L.9-10.1a] b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, 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] c. Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)		√		8/28/16
38	I	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2] a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a] b. Use a colon to introduce a list or quotation. [L.9-10.2b] c. Spell correctly. [L.9-10.2c]		√		8/12/16
39		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 Language Association's *MLA Handbook for Writers of Research Papers*, American Psychological			√	

CCRS Pacing Guide
English 10

2016-2017

		Association's*Publication Manual of the American Psychological Association*) appropriate for the discipline and writing type. [L.9-10.3a]				
40	I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 10 reading and content*, 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., *analyze, analysis, analytical; advocate, advocacy*). [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 dictionary). [L.9-10.	√			8/18/16 9/9/16 9/20/16
41	I	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]	√			9/28/16 8/15/16

CCRS Pacing Guide
English 10

2016-2017

42		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]	√			

Webb's Depth-of-Knowledge Model
Context Ceilings

What is the knowledge?

DOK-1

RECALL & REPRODUCTION

Who? What? Where? When?
What is the answer/outcome/result?
How does/did it happen?
How does/did it work?
How did it happen?
How was it used?
Why did it happen?

How can the knowledge be used?

DOK-2

BASIC APPLICATION OF SKILLS & CONCEPTS

How can the answer/conclusion/outcome/result/solution be attained?
How is it used/written?
What categorizes?
What classifies? What characterizes?
How can you? How do you?
How would you?

Why can the knowledge be used?

DOK-3

STRATEGIC THINKING

How & why can the answer/conclusion/decision/outcome/result/solution be attained & explained?
Why does it happen?
Why does/did it work?
What is the cause/effect?
What distinguishes/indicates?
What is the reason?
How could you?
Is...or...?
Does... or... ?
Should... or...?
Which one(s)?

How else can the knowledge be used?

DOK-4

EXTENDED THINKING

What impact? What influence?
What is the connection?
What if? What could happen?
What would happen?
What will? What doyou believe?
How do you feel? What do you think?
What is your opinion/perspective/thoughts?
What can you design/develop/do?
What kind of argument/informational text/narrative could you write?

ACT Aspire Exemplars

Early High School English

She pointed to a shelf lined with glass jars and told me to choose the glaze. But the glaze also had an almost magical property that would loan the drab clay surface a shimmering quality. I knew that the glaze would waterproof the vase and abbreviate problems with germs and odors. Without hesitation, I chose a cobalt blue shade that reminded me of the color of the evening sky. After the vase was dry, I studied Cora as she applied the glaze with even strokes and then placed it next to other pieces that would be fired in the kiln.

The highlighted text in the essay may or may not be correct. Choose the best word from the pull-down menu to complete the sentence.

But the glaze also had an almost magical property that would Choose... the drab clay surface a shimmering quality.

loan add
lend extend

The adobe walls of the pottery workshop emitted a cool stillness that contrasted sharply with the heat of the afternoon's red sun. Handwoven tapestries were displayed prominently throughout the room. Cora greeted me warmly when I arrived for my lesson.

At this point, the writer wants to emphasize the pleasing effect of the tapestries in Cora's workshop. Which choice best accomplishes that goal?

- A. NO CHANGE
- B. had been hung on the walls as decorations.
- C. adorned the walls with a multicolored elegance.
- D. covered the walls completely.

She pointed to a shelf lined with glass jars and told me to choose the glaze. But the glaze also had an almost magical property that would loan the drab clay surface a shimmering quality. I knew that the glaze would waterproof the vase and abbreviate problems with germs and odors. Without hesitation, I chose a cobalt blue shade that reminded me of the color of the evening sky. After the vase was dry, I studied Cora as she applied the glaze with even strokes and then placed it next to other pieces that would be fired in the kiln.

The highlighted text in the essay may or may not be correct. Choose the best word from the pull-down menu to complete the sentence.

I knew that the glaze would waterproof the vase and Choose... problems with germs and odors.

abbreviate
underestimate
minimize
depreciate

Therefore, she had prepared the clay. Now she threw a slab of it on the potter's wheel. Setting the wheel in motion with her foot, she centered the clay and molded it into the shape of a beehive. After opening up the center of the clay with her thumbs, her fingers formed it into a low, thick-walled bowl. She raised the sides into a cylinder and slimmed them by exerting pressure with her hands from both inside and outside.

- A. NO CHANGE
- B. However,
- C. Earlier,
- D. Thus,

She pointed to a shelf lined with glass jars and told me to choose the glaze. But the glaze also had an almost magical property that would loan the drab clay surface a shimmering quality. I knew that the glaze would waterproof the vase and abbreviate problems with germs and odors. Without hesitation, I chose a cobalt blue shade that reminded me of the color of the evening sky. After the vase was dry, I studied Cora as she applied the glaze with even strokes and then placed it next to other pieces that would be fired in the kiln.

- A. NO CHANGE
- B. the vase
- C. them
- D. each

ACT + Writing Exemplars

English

English – Set 1

I grew up with buckets, shovels, and nets waiting by the back door; hip-waders hanging in the closet; tide table charts covering the refrigerator door; and a microscope was sitting on the kitchen table. Having studied, my mother is a marine biologist. Our

1. **Choose the best answer.**
   - A. NO CHANGE
   - B. waiting, by the back door,
   - C. waiting by the back door,
   - D. waiting by the back door

I grew up with buckets, shovels, and nets waiting by the back door; hip-waders hanging in the closet; tide table charts covering the refrigerator door; and a microscope was sitting on the kitchen table. Having studied, my mother is a marine biologist. Our

2. **Choose the best answer.**
   - E. NO CHANGE
   - F. would sit
   - G. sitting
   - H. sat

table. Having studied, my mother is a marine biologist. Our household might have been described as uncooperative. Our meals weren't always served in the expected order of breakfast, lunch, and supper. Everything was subservient to the disposal

3. **Choose the best answer.**
   - A. NO CHANGE
   - B. As my mother's interest is science, she is
   - C. My mother's occupation is that of
   - D. My mother is

table. Having studied, my mother is a marine biologist. Our household might have been described as uncooperative. Our meals weren't always served in the expected order of breakfast, lunch, and supper. Everything was subservient to the disposal

4. **Which choice would most effectively introduce the rest of this paragraph?**
   - E. NO CHANGE
   - F. There seemed to be no explanation for why Mom ran our household the way she did.
   - G. Our household didn't run according to a typical schedule.
   - H. Mom ran our household in a most spectacular manner.

Work Keys Exemplars

Reading for Information – Levels 3-7

According to the memo shown, who must report any missing tools?

A. Maintenance employees
B. Production employees
C. The production manager
D. The tool room supervisor
E. The workstation manager

Reading for Information Level 3

Individuals with Level 3 skills understand basic words and can identify main ideas. They understand how and when to follow each step in a set of instructions and can use the instructions in situations that are the same as the one they are reading about. Level 3 materials include simple instructions, company policies, and announcements. They are short and straightforward, and contain basic vocabulary.

To: All Dietary Staff

From: Supervisor

RE: ITEMS TO MAKE WORK A BETTER PLACE

When throwing away empty boxes, please make sure all of them are broken down. Flatten them before throwing them in the dumpster. Our back parking lot was just resurfaced last Friday. It looks very tacky if trash is all over it. Please stack the milk crates neatly by the back door instead of just throwing them on the ground.

Please check in the dish room area for late trays. Break down all trays before going home. Put the napkins in the trash and the silverware in the dishwasher baskets. Put the plates and glasses to be washed in the dishwasher racks. You do not need to turn the dishwasher back on.

Memorandum

TO: All Production Employees
FROM: John Logan, Production Manager
SUBJECT: New Tool Policy

We will be changing from the 5-piece tool kits you each have to a standard set of all 8 tools. Each employee will no longer have a set of tools. Instead, one new tool set will be placed in each workstation's toolbox.

The new tool sets will be put at each station on the 3rd of next month. You must turn in the old tool kit that you have been using to the tool room at that time. You must pay for any tools missing from your tool kit when you turn it in.

You must report any missing tools from the new tool set. Get replacements if necessary. Tools will be sharpened four times a month by maintenance. At other times, take dull tools to the tool room and exchange them for new ones.

You work in the kitchen of a hospital. According to the memo shown, where should you put empty milk crates?

A. By the back door
B. In the dish room
C. In the dumpster
D. In the milk truck
E. Next to the dishwasher

ACT + Writing Exemplars

Math

Math – Set 1

A car averages 27 miles per gallon. If gas costs $4.04 per gallon, which of the following is closest to how much the gas would cost for this car to travel 2,727 typical miles?

A. ○ $44.44

B. ○ $109.08

C. ○ $118.80

D. ○ $408.04

E. ○ $444.40

When $x = 3$ and $y = 5$, by how much does the value of $3x^2 - 2y$ exceed the value of $2x^2 - 3y$?

F. ○ 4

G. ○ 14

H. ○ 16

I. ○ 20

J. ○ 50

WIN CAREER READINESS COURSEWARE

Skill building for tomorrow's workforce... today!

Applied Mathematics

Level 3

WIN
W-WIN.COM

Worldwide Interactive Network, Inc.
1000 Waterford Place, Kingston, TN 37763 • 888.717.9461

Hi, my name is EdWIN. I will be your guide through *Applied Mathematics* Level 3. Together we will proceed through this course at your speed. Look for me to pop up throughout your lessons to give you helpful tips, suggestions, and maybe even a pop quiz question or two. Don't worry, you can find the answers to pop quiz questions at the end of the course.

Now, don't get nervous. I know how many of you feel about mathematics, especially when the word "fraction" is mentioned. We will cover one topic at a time and I will be there to give you examples to help you along.

If the content of the lesson is something that you understand, you should be able to work through it at a faster pace. On the other hand, if the material is difficult, read the text several times and then try to work the exercises one at a time. After you try one problem, look at the solution. You can learn by reviewing each step that is provided in the solution and by concentrating on the process being illustrated. Now let's think positive; no negative attitudes allowed!!

Applied Mathematics is a course designed to help you solve problems that arise in the workplace with appropriate mathematical techniques. It is important that you not only have basic mathematical skills, but that you are able to apply them to problems that arise on your job. The intention of this level of *Applied Mathematics* is for you to be able to solve simple, straightforward problems using one type of mathematical operation and possibly one unit conversion involving either money or time. Addition, subtraction, multiplication, and division of whole numbers and/or monetary units are reviewed in this level. Addition and subtraction involving both positive and negative values are discussed. Also, this level briefly covers conversions between fractions, decimals, and percents.

REVIEW OF BASIC MATHEMATICAL OPERATIONS

Let's begin by taking a pretest on the skills that you should already know. You should know how to add, subtract, multiply, and divide using your calculator as needed. It is assumed that you understand the difference between the notation for dollars and cents as well as how to make basic conversions of time, for example, converting days to weeks and hours to minutes.

See if you are ready for this level by completing the pretest. The answers will be provided on the pages following the test. You should be able to complete all of the problems. If you cannot, please review these skills before you begin this course. There will be review exercises provided after the pretest. Good luck!

I like thinking about dollars and cents!

10/31/16

AdvancED™

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 10/31 School SHS City _____ State or Province _____ Country _____ Grade Level 9, 10

Time In 12:50 Time Out 1:07 Check ALL that apply: Lesson Beg. ____ Lesson Middle ____ Lesson End ✓ Subject Observed [redacted] Observer Name [redacted]

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
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. High Expectations Environment:				
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
C. Supportive Learning Environment:				
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
D. Active Learning Environment:				
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
E. Progress Monitoring and Feedback Environment:				
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
F. Well-Managed Learning Environment:				
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
G. Digital Learning Environment				
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:

Teacher is at front of room solving problem by asking probing questions. A word problem is on the Smart-board. A student volunteers to go to board to work problem. All students are engaged in lesson. Teacher continuously checks for understanding by asking questions that encourage students to apply previously learned material. Reminds students of Acronyms previously learned (FOIL) first, outside, inside, last.

Example

PBL

Grapefruit Peel Map

Due date: 08/30/2016

Directions: Each student will be assigned an explorer from the Age of Exploration. Students are to draw a world map on the skin of a grapefruit in black ink (appearance of a globe), and then illustrate the path their explorer traveled around the world in a different color ink. Several explorers did not travel far; do not be alarmed if that is the case for your assigned explorer. Students then must peel (be careful) the grapefruit in a way that will not completely distort the map (appearance of a flat surface map) and glue the peel as firmly to a surface as possible. You may use a cereal box, shoe box lid, or cardboard.

Materials

- 2 different color sharpies (One must be black)
- 1 Grapefruit (currently 2 for a $1.00 at Food for Less)
- Glue of any kind
- 1 firm surface (cardboard, shoebox, cereal box)

Explorers

Bartolomeu Dias	Juan Ponce de Leon	Amerigo Vespucci
Vasco da Gama	Marco Polo	
Christopher Columbus	Vasco Nunez de Balboa	
Zheng He	Hernan Cortes	
Tokugawa leyasu	Francisco Pizarro	
Ferdinand Magellan	Hernando de Soto	

GRAPEFRUIT PEEL MAP- RUBIC
WORLD HISTORY
CARMICHAEL

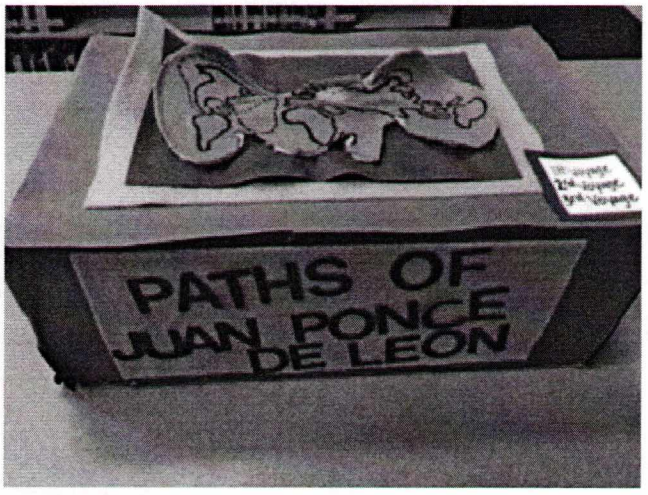
STUDENT NAME _____ CLASS PERIOD _____

1. Used a grapefruit	_____/20
2. Used 2 different color sharpies	_____/20
3. Used a firm surface	_____/20
4. Neatness and Creativity	_____/40
5. Explorer and correct route/voyage	_____/50
TOTAL	_____/150

Beverly Spondike

From: Beverly Spondike
Sent: Friday, November 18, 2016 9:55 AM
To: Beverly Spondike
Subject: PBL

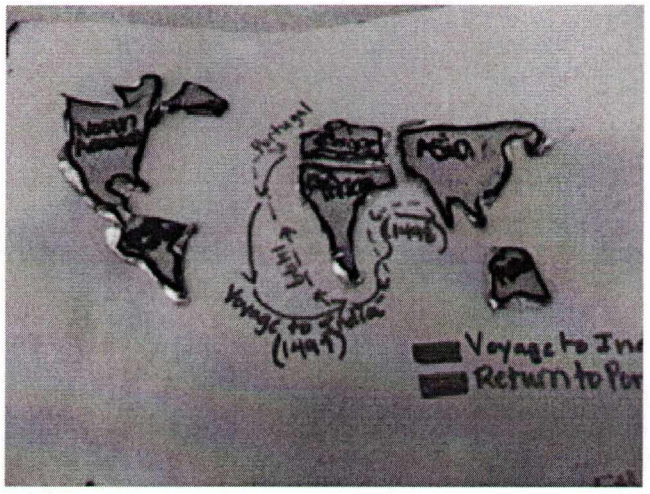
PBL



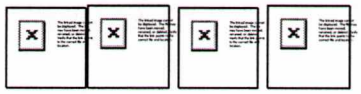
Beverly J. Spondike
Principal
Saraland High School
1115 Industrial Parkway
Saraland, Alabama 36571
251-602-8970
251-602-8980 Direct Line
bspondike@saralandboe.org

Beverly Spondike

From: Beverly Spondike
Sent: Friday, November 18, 2016 9:56 AM
To: Beverly Spondike
Subject: PBL



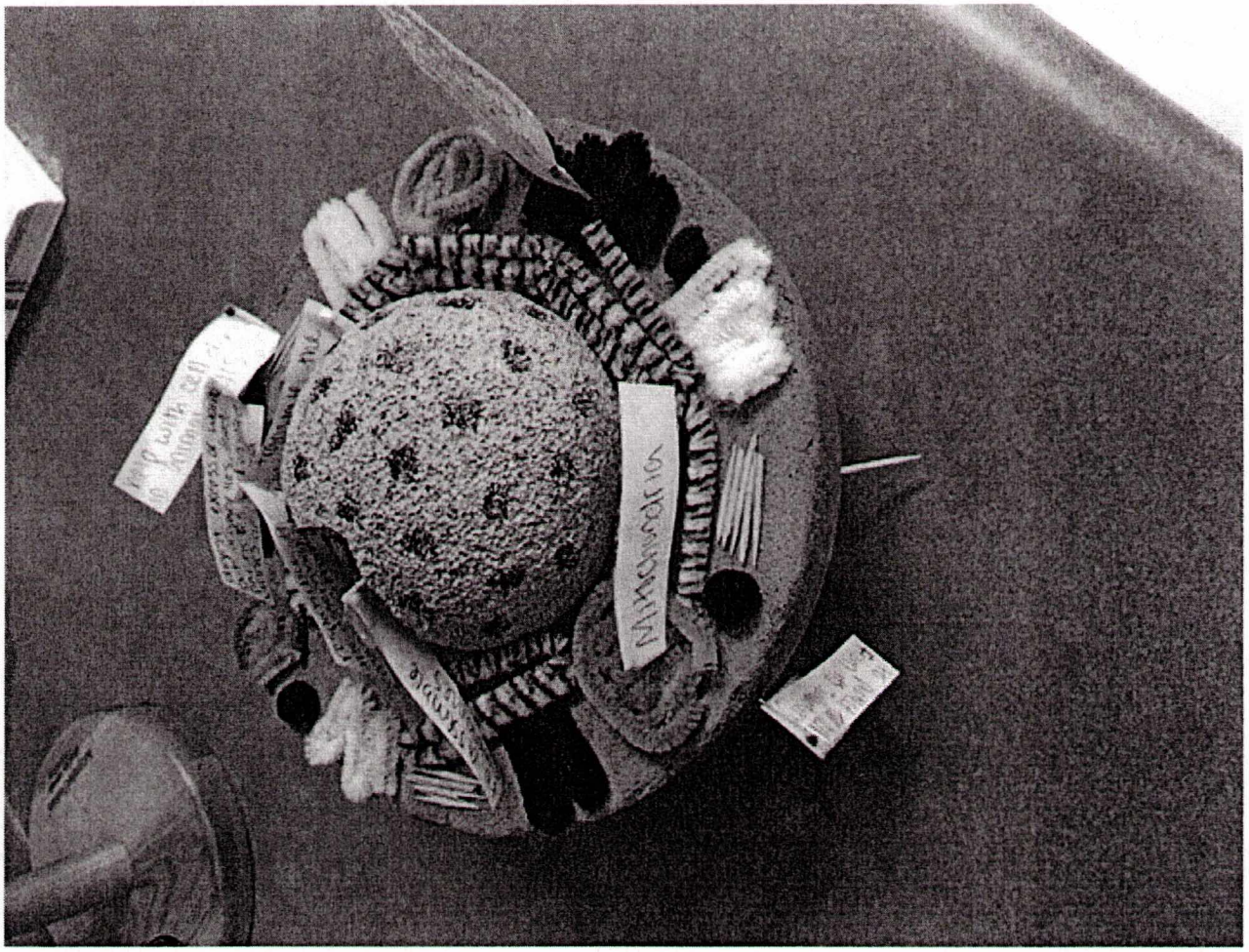
Beverly J. Spondike
Principal
Saraland High School
1115 Industrial Parkway
Saraland, Alabama 36571
251-602-8970
251-602-8980 Direct Line
bspondike@saralandboe.org



Beverly Spondike

From: Beverly Spondike
Sent: Friday, November 18, 2016 9:58 AM
To: Beverly Spondike
Subject: PBL

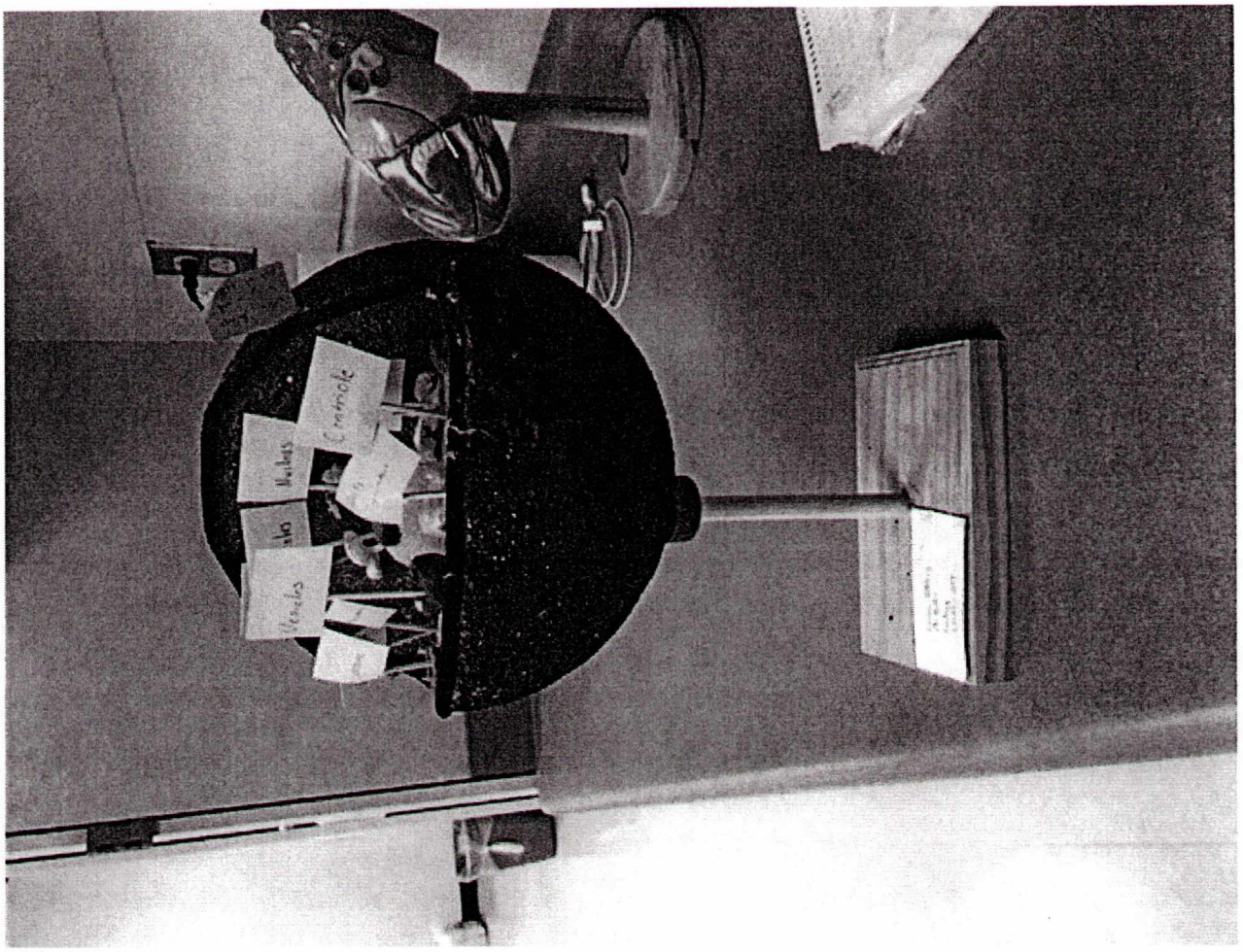
Beverly J. Spondike
Principal
Saraland High School
1115 Industrial Parkway
Saraland, Alabama 36571
251-602-8970
251-602-8980 Direct Line
bspondike@saralandboe.org



Beverly J. Spondike
Principal
Saraland High School
1115 Industrial Parkway
Saraland, Alabama 36571
251-602-8970
251-602-8980 Direct Line
bspondike@saralandboe.org

Cell Project

Pre-AP Biology

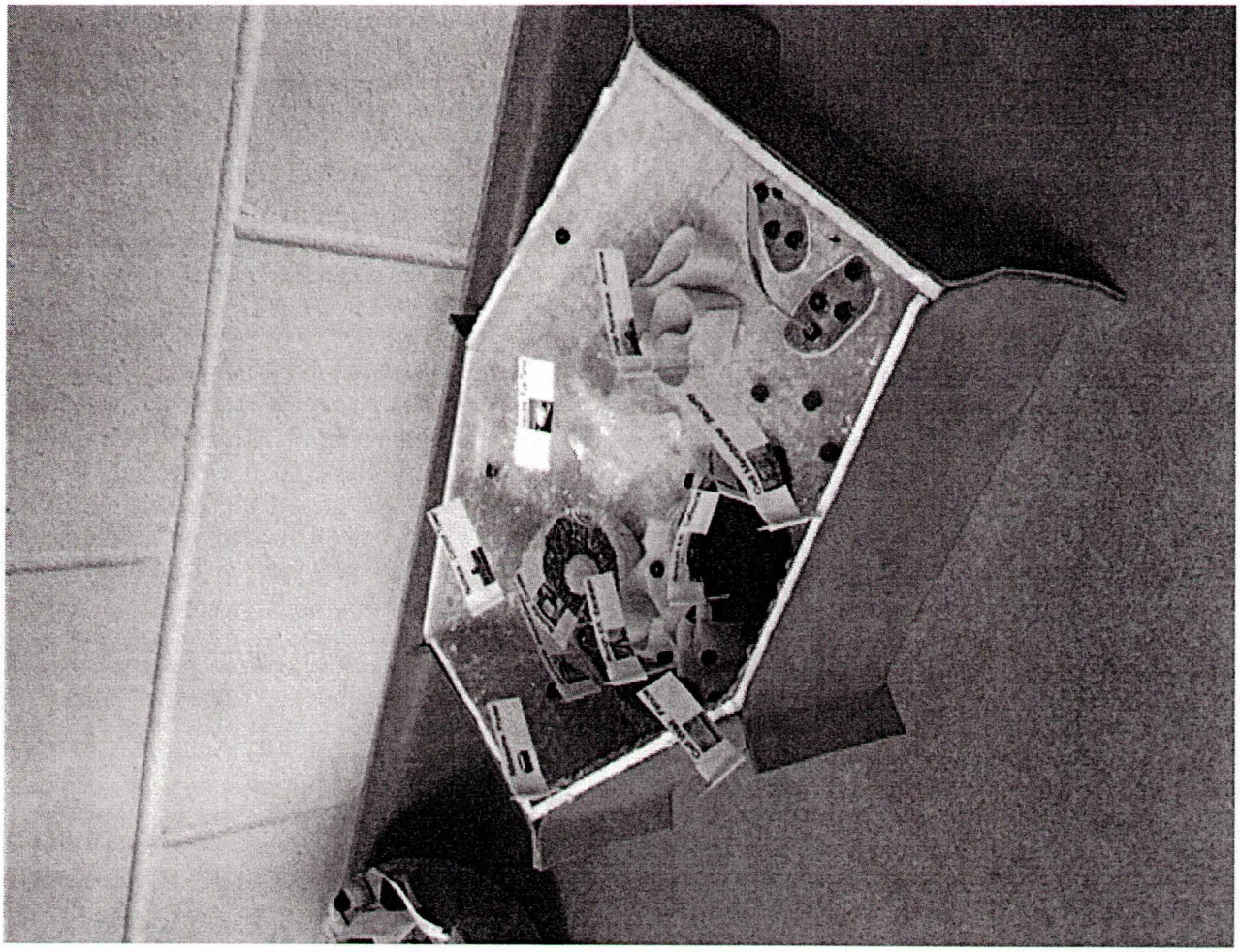


Cell Project

Pre-AP Biology

Beverly Spondike

From: Beverly Spondike
Sent: Friday, November 18, 2016 8:40 AM
To: Beverly Spondike
Subject: Student samples



3rd annual fall fling

PBL

Objective:

Use your knowledge of projectile motion to build an apparatus that will launch a golf ball as long and straight as possible.

Apparatus: 200 points

1.) A standard golf ball will be provided on launch day.

2.) The launch device must be made by the team (2 or 3 people). The launcher cannot incorporate any commercially available propelling device such as a golf ball launcher, or dart guns, etc. It can be a modification of household objects. Each launch device must have its own base – **not hand held**. The apparatus cannot be larger than 8 feet in any direction. This does not include the throwing arm.

3.) The launch device must be powered by gravity, an elastic object, or springs. Human power may be used to bring the device to the calibrated release point but may not be used to propel the projectile forward. **Cannot use compressed air. Cannot be a type of sling shot.**

4.) Launch device should be easily transportable.

5.) device should optimize launch angle to achieve greatest distance.

Top scorers in design will usually have some uniqueness of design. This might include for example: The use of a launcher mechanism not based on a traditional catapult. This might include a spring-loaded cannon, crossbow, DaVinci catapult, etc. The use of a traditional catapult design, but it includes unique design elements (such as a cocking/trigger mechanism). Launching device is decorated to some extent.

C. Competition: bonus

1.) Launching will take place on the football field or other designated area.

2.) 10 meters is the minimum distance that the golf ball has to travel. Anything less than this will be disqualified. Distance from the center line will also be measured.

3. You will have 3 launch attempts. You will be graded on distance traveled and also how far off line the ball travels (accuracy) for each launch.

4.) The longest and most precise launch wins.

D. Journal: 100 points

a. Must be typed
b. Creative title page with name of device and group members
c. Table of contents
d. Photos of you with the catapult during catapult construction.
e. Detailed and labeled diagrams.
f. Detailed list of materials including both quantities and dimensions
g. The journal should include the duties of each team member.
h. The journal should include separate entries for each meeting day. Entries will list what each team member accomplished.

Answer the following questions based on launch results

i. Calculate your launch velocity based on your distance traveled and hangtime.
j. What could you have done differently to optimize your distance?
k. What factors other than launch angle do you think contributed to the loss of efficiency in your design?

A really good journal will be more than just the facts. It will also describe the evolution of your thinking on the design and construction. What obstacles you faced and what you did to overcome them.

The Great Paper Roller Coaster Challenge

PBL

INTRODUCTION AND OBJECTIVES

The local amusement park has issued a challenge to roller coaster designers to determine who should build their next roller coaster. You'll need to prove that you can make an exciting roller coaster that meets their requirements, using your knowledge of transfer of energy and as little money as possible.

EQUIPMENT NEEDED

Paper Roller Coaster pieces on card stock
Scissors
Tape
Cardboard base
Paper Roller Coaster instruction manual
Ruler
Pen

Minimum requirements

1. Height a minimum of 100 cm
2. Track length must be at least 250 cm
3. At least 3 loops
4. At least 8 turns
5. At least 3 uphill portion of track
6. Take at least 8 seconds to complete the track.
7. Spend less than $1.5million dollars

PROCEDURE

While staying under budget, build a Paper Roller Coaster using the supplies that your teacher provides. The roller coaster should be exciting, and reliable. You will be in groups of 3. Each member will have a job.

Project Manager –develops and records building procedures. Signs purchase orders for supplies.
Accountant –maintains an expense report and keeps track of cost. Signs purchase orders for supplies.
Supply Manager– Purchases supplies/ keeps up with inventory
All members will participate in the construction and design of the roller coaster!

You will turn in a digital portfolio for your roller coaster. The portfolio will include the following:

1. Title page with the name of your company and each members job
2. Expense report with total spent and the amount of each supply used
3. Diagram of your roller coaster on graph paper
4. Completed journal entries for the build
5. Roller coaster analysis questions

Type	Cost
Column	$10,000
Beam	$10,000
Diag. Support long	$1000
Diagonal support short	$500
Shelf	$1000
Straight track	$10,000
Sharp turn	$25,000
Wide turn	$25,000
Loop	$50,000
Tape 1 time charge	$100,000

Roller Coaster analysis questions

1. What was the total cost of your roller coaster?
2. What was the total distance the marble covered?
3. What was the average speed of your marble?
4. What was the total amount of potential energy available for the marble?
5. What parts of your design allowed your marble to have enough energy to complete the course?
6. If you calculated the kinetic energy at the bottom of your roller coaster do you think you would calculate the same amount of kinetic energy as you had potential? Why or why not.
7. If you could do this project again what would you do differently?

Roller Coaster Project Expenses Company Name_____

Date	Materials	Price per unit	Quantity	total

Page Total_____

Project Purchase Order

Company name_____ Date of purchase_____

Materials	Quantity	Price per	Total

Accountant Total_____

_____ Date_____

Project Manager

_____ Date_____

Project Purchase Order

Company name_____ Date of purchase_____

Materials	Quantity	Price per	Total

Accountant Total_____

_____ Date_____

Project Manager

_____ Date_____

Spaghetti Bridge Construction Manual

PBL

Your challenge

Using your knowledge of forces . You must build a bridge that covers a span of 60 cm using *only* spaghetti and glue that will support a minimum weight.

Rules

1. Only hot glue and spaghetti can be used. I will provide the supplies. You cannot bring a hot glue gun from home.
2. The deck of the bridge must be no more than 8 cm wide over its entire length.
3. The bridge must cross a span of 60 cm.
4. There must be a place in the middle of the bridge to hand the support for testing the load.
5. Maximum weight of the bridge is 1.15 pounds
6. Must not exceed a 2.15 million dollar budget
7. The bridge must support the minimum weight (bracket plus empty bucket)
8. All building must be completed during class. No work can be done outside of class.

Materials

Pricing: 1 strand of Spaghetti = $2500
1 stick of glue = $25,000

CONSTRUCTION TEAM TASKS

TASK #1: Decide on a company name and appoint each position. (Be sure to fill in this information on the title page)
General Manager –develops and records building procedures. Signs purchase orders for supplies.
Accountant –maintains an expense report and keeps track of bridge cost. Signs purchase orders for supplies.
Supply Manager– Purchases supplies/ keeps up with inventory
All members will participate in the construction and design of the bridge!

TASK #2: Research bridge ideas as a group, decide what type of bridge will be the strongest and cheapest. Draw a sketch of what your group would like the bridge design to look like.
TASK #3: Draw a detailed blueprint **to scale** (with measurements) of your bridge. With side view, end view, and top view.
TASK #4: Build your bridge per the span and width requirements.
*Remember, your bridge must cross a span of 60 cm, and have a width of 8 cm through the entire length.
*Be sure to have a location in the middle of your bridge that the bar will fit through. Your Bridge has to have a road.
TASK #5: during your build write a list of procedures that you follow when constructing and testing your bridge design. You may include pictures in this section if you want. The procedures need to be detailed enough that I could follow them and recreate your bridge.
TASK #6: Complete and submit a detailed Typed ***Project portfolio.*** This will include all the information you've written in your journal, diagrams, expense reports, and total cost, amount of each supply that was purchased, weight and load of your bridge along with your procedures.

Journals entries

Each day you need to start with a journal entry. Daily journals need to have the following information

1. The date
2. What did each person in your group do last class?
3. What are you planning on accomplishing this class?
4. What difficulties are you having?
5. How are you going to overcome these difficulties?

Analysis questions

1. What part of your design helped reduce the stress on the deck of your bridge?
2. How did your design distribute force so that it could support a larger load?
3. Why was using triangles in your design important?
4. Based on the weight you bridge held how would you estimate the amount of force on any given member?

Bridge Project Expenses Company Name_____

Date	Materials	Price per unit	Quantity	total

Page Total_____

Project Purchase Order

Company name_____ Date of purchase_____

Materials	Quantity	Price per	Total

Accountant Total_____

_____ Date_____

Project Manager

_____ Date_____

Project Purchase Order

Company name_____ Date of purchase_____

Materials	Quantity	Price per	Total

Accountant Total_____

_____ Date_____

Project Manager

_____ Date_____

Project Purchase Order

Company name_____ Date of purchase_____

Materials	Quantity	Price per	Total

Accountant Total_____

_____ Date_____

Project Manager

_____ Date_____

Reflection: Peer & Self Evaluation

Please take the evaluation section of the project very seriously. Be honest and fair when answering all questions.

Name:_____

1. My partner(s) and I worked well together:

Strongly Disagree				Strongly Agree
1	2	3	4	5

2. If a problem arose during the project my partner(s) and I worked it out:

Strongly Disagree				Strongly Agree
1	2	3	4	5

3. My partner(s) and I were able to communicate well together:

Strongly Disagree				Strongly Agree
1	2	3	4	5

4. My partner(s) and I split the work load evenly:

Strongly Disagree				Strongly Agree
1	2	3	4	5

5. The grade I feel I deserve for this project is: _____/100%

Partner Name:_____

1. This group member was helpful and active during project days:

Strongly Disagree				Strongly Agree
1	2	3	4	5

2. I was able to get along and work well with this group member:

Strongly Disagree				Strongly Agree
1	2	3	4	5

3. This group member did their fair share of the work:

Strongly Disagree				Strongly Agree
1	2	3	4	5

4. The grade I feel this group member deserves is: _____/100%

Partner Name:_____

1. This group member was helpful and active during project days:

Strongly Disagree				Strongly Agree
1	2	3	4	5

2. I was able to get along and work well with this group member:

Strongly Disagree				Strongly Agree
1	2	3	4	5

3. This group member did their fair share of the work:

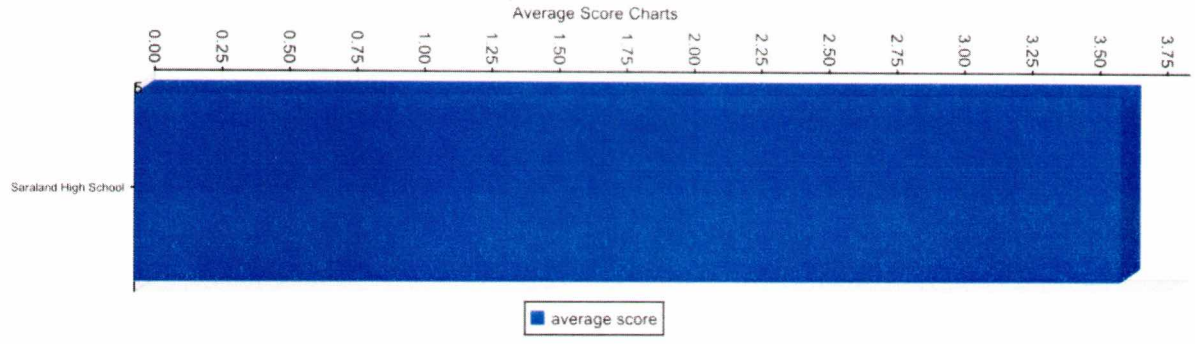
Strongly Disagree				Strongly Agree
1	2	3	4	5

4. The grade I feel this group member deserves is: _____/100%

SHS Survey Evidence
Standard 3.6

STANDARD 3: TEACHING AND ASSESSING for LEARNING

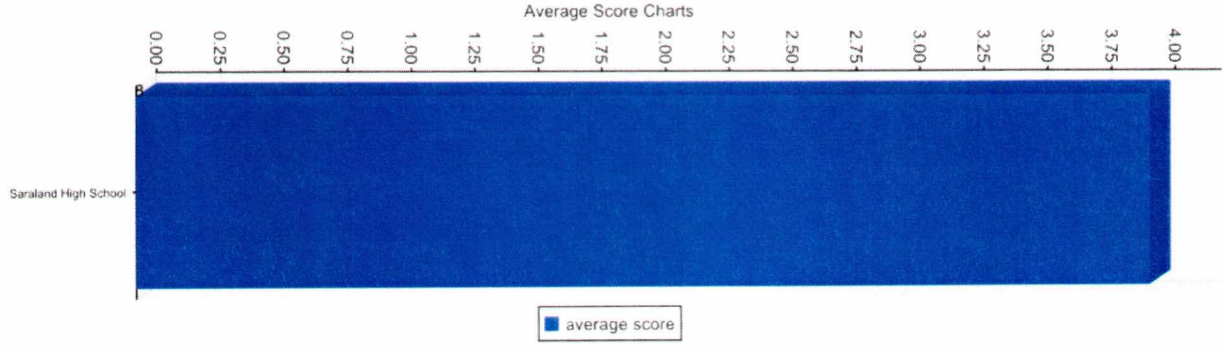
Students



3.6 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.6, SHS's teachers implement the school's instructional process in support of student learning. According to the high school student survey results, the average score for this indicator was 3.78 in May 2016 and decreased slightly to an average score of 3.65 in December 2016. While a small decrease, the results still show students believed the school has achieved this indicator.

Parents

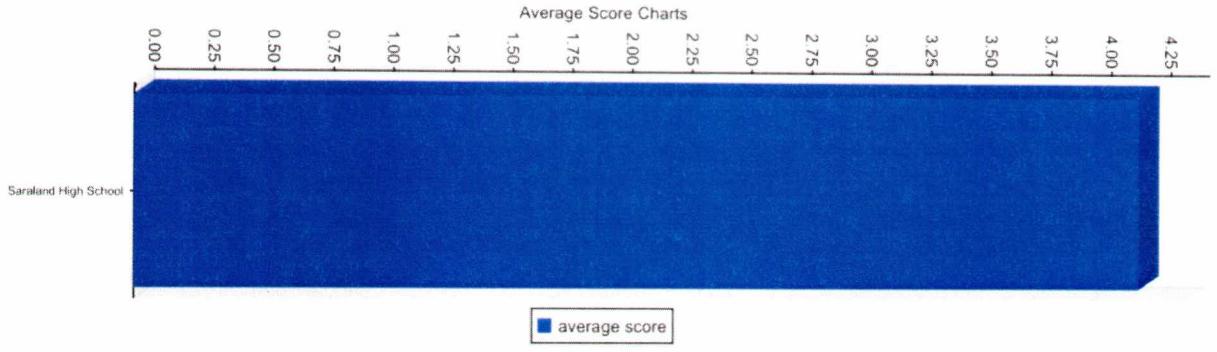


3.6 Indicator

SHS Survey Evidence
Standard 3.6

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.6, SHS's Teachers implement the school's instructional process in support of student learning. According to the parent survey results, the average score for this indicator was 4.08 in May 2016 and increased to an average score of 4.11 in December 2016. Therefore, the results show parents believed the school has achieved this indicator.

Staff



3.6 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.6, SHS's Teachers implement the school's instructional process in support of student learning. According to the staff survey results, the average score for this indicator was 3.98 in May 2016 and increased to an average score of 4.1 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.