

OBRCHS Defining Elements

PBL and Standard/ Skill Based Rubrics	See OBRCHS PBL Document and Rubrics.
8 Week Modules	There are four 8 week modules each year and two summer sessions. Each module has two 4 week halves (A/B). Each half has a separate/related final product and grades.
Student Placement	Students are accepted on an ongoing basis. Students are placed at one of our three campuses based on proximity. Students are rostered based on credit needs/individual graduation plan. Student completion is rolling, with a winter and a summer graduation.
Orientation Process	Helps students make the adjustment to our program. Allows students to communicate and focus on their goals. Allows us to assess students' initial areas of strength and areas of need.
OBR Seminar	This course is completed by each student in their first module at OBRCHS to explore areas of interest and to map the steps to attaining and maintaining at least three career choices from entry level to top level.
Senior Seminar	This course, an exit requirement, helps develop skills necessary to a successful post-graduation transition.
SWE	School Wide Enrichment introduces and develops thinking, problem solving, and other essential life skills while building community.
3 Campuses	Each campus serves 9 th -12 th grade students. The Simpson and Fairhill Campuses serve 540 students. The Elmwood Campus serves 135 students.
Teacher Support/PD	Teachers participate in observations, receive feedback and 1:1 coaching based on individual needs as well as small and whole group PD to increase the quality and effectiveness of instruction and increase student achievement.
Climate and Culture	All relationships in the entire organization are established and maintained through Restorative Practices.
Next Steps to Consider	Maintaining Middle States Accreditation Continuing school growth through steps outlined in our Action Plans and the work of our Action Plan Teams.

OBRCHS PBL

4 Week Module Storyboards	<p>Standards and Skills</p> <p>English: PA Common Core Standards; <u>T</u>est of <u>A</u>ddult <u>B</u>asic <u>E</u>ducation - TABE Skills (pilot)</p> <p>Math: PA Common Core Standards; <u>T</u>est of <u>A</u>ddult <u>B</u>asic <u>E</u>ducation - TABE Skills (pilot)</p> <p>Content Areas: (History, Humanities, Science, Language, and Electives) Subject Area Content Standards and PA Common Core ELA Standards</p> <p>Front Page: Standards – Provided to teachers; Driving Questions and Final Product developed by teachers with support and administration approval</p> <p>Weekly Pages: Daily Learning Objectives, Daily Activities, Differentiated Instruction, Assessments – Planned by teacher and approved by administration</p>
Driving Question	<p>Unpacked at beginning of the module so that students understand the question, their role, and the expectations of the task</p> <p>Open-ended question that inspires students to “need to know” and “want” to gain the knowledge and skills to answer/complete projects</p> <p>Answer evolves as question is revisited throughout the module and eventually a final answer/opinion and project is completed</p> <p>Other criteria: Purpose/Audience/Real-World Connection</p>
Product	<p>Real-life demonstration/application of skills learned through real world job/career simulation</p> <p>Answers/addresses the Driving Question, evolves throughout the module</p>
Student Voice/Choice	<p>Student choices about products (differentiation)</p> <p>Student choice about how they work and use their time (differentiation)</p> <p>Choice Strategies throughout the module (differentiation)</p>
Inquiry and Innovation	<p>Student generated questions that drive investigation</p> <p>Innovation of new ideas/solutions (rather than reporting of facts)</p>
Feedback and Revision	<p>Rubrics used by self, teacher, teams to create feedback/revision loop until final product due date</p>
Real World Connection	<p>Real connection to the world outside of the classroom: audience, trip, or guest (real/virtual), roles provide real world career exploration</p>
Assessment	<p>Standards/skills/content throughout and in final product</p> <p>Includes formative assessment throughout and checkpoints</p> <p>Includes self and peer assessments</p> <p>Standards based rubrics provided, teachers add additional categories as needed</p>
Next Steps	<p>21st Century Skills to be targeted, included in storyboard, taught, and assessed</p>

Module System and Credits Overview

In order to receive a Philadelphia High School diploma, students must obtain 23.5 credits. One Bright Ray's credit system has been designed for students to obtain up to 3.25 credits every module if the student carries a full roster of 6 academic classes (3 credits/.5 per class) and a School-Wide Enrichment (SWE) period (.25). Students can also earn 1.5-2.0 credits in each summer session. Every student takes a different path to completion based on the credits/courses that are transferred from the students' previous school/s. Students must earn a 65% in each class in order for credit to be assigned.

Students will earn the following credits prior to graduation:

4 English	4 Math	4 History	4 Science	2 World Language
1 Phys. Ed.	.5 Health	2 Electives	2 Arts/Humanities	

Designated administration will assist students with understanding their graduation plans through individual meetings, group meetings. Designated administration will assist parents and students in accessing PowerSchool themselves to track student progress toward graduation. Only designated administration are to provide students with specific graduation dates to avoid confusion and miscommunication about these important dates.

During the first module with OBR, students will be assigned to a specialized SWE course: OBR Seminar. OBR Seminar allows students to explore career options and opportunities. Students are required to explore the post-secondary path from entry level to top level of at least three specific careers of their choice. This specialized SWE course is assigned a grade and the .25 SWE period credit.

During the last module before graduation students will be assigned to another specialized SWE course: Senior Seminar. Senior Seminar helps students prepare for whatever path they choose after graduation. They will complete a portfolio that demonstrates their completion and mastery of skills and tasks vital in pursuing post-secondary education and successfully securing employment. This specialized SWE course is completed pass/fail, no credit assigned.

Curriculum Overview Documents

OBRCHS Writing and Reading Framework

Students must be able to listen and read to learn, and be able to communicate what they have learned through speaking and WRITING in all subject areas. The OBRCHS Writing and Reading framework bases each Module on specific PA Common Core Writing and (Reading) Standards. The PA Common Core Speaking and Listening, as well as selected Vocabulary and Writing Standards, have been selected as our “Always” standards that will be addressed regularly throughout the modules. Research Writing standards are also “Always” standards in combination with Informational Writing and Argument Writing, addressed regularly throughout the modules. The PA Academic Content Standards and/or Keystone Anchors/Eligible Content define module topics in the content areas and electives. Our Standards Pages provide further detail for each course. There are TABE (Test of Adult Basic Education) skills paired with each type of writing for a pilot beginning in 2016-2017 school year as outlined in the OBR Action Plans.

	Module 1	Module 2	Module 3	Module 4	Summer
<u>English 1</u> History/ Social Science	Writing in Response to Reading (Lit)	Narrative Writing (Lit) Research Writing (Info)	Informational Writing (Info)	Argument Writing (Info)	Writing in Response to Reading (Lit/Info)
<u>English 2</u> Health/Electives	Argument Writing (Info)	Writing in Response to Reading (Lit)	Narrative Writing (Lit) Research Writing (Info)	Writing in Response to Reading (Lit/Info)	Informational Writing (Lit/Info)
<u>English 3</u> Art	Informational Writing (Info)	Writing in Response to Reading (Lit/Info)	Argument Writing (Info)	Narrative Writing (Lit)	Writing in Response to Reading (Lit)
<u>English 4</u> Science	Narrative Writing (Lit) Research Writing (Info)	Informational Writing (Lit/Info)	Writing in Response to Reading (Lit/Info)	Writing in Response to Reading (Lit)	Argument Writing (Info)

Curriculum Links and Examples

OneDrive

The OBR Curriculum documents are located on OneDrive and can be accessed using the email invitation sent by the Curriculum and Instruction Department.

Email kfisher@onebrightray.org for more information.

Standards Pages

Each course offered at OBRCHS is outlined on Module Standards Pages that include the PA Common Core Standards, Keystone Anchors/Eligible Content, and/or PA Content Standard. The Standards Pages also include suggested response frames, questions to ask/supports to provide, and other resource links. Standards Pages are used to plan Storyboards for each module.

Chemistry Module 1: Research Writing (Properties and Classification of Matter)

PA Common Core Writing Standard/s	Questions to Ask/Supports to Provide
<p>CC.3.6.11-12.F 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.</p> <p>CC.3.6.11-12.G 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 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.</p>	<p>Is the question or problem researchable as it?</p> <p>Support: Brainstorm possible answers/solutions/availability of sources prior to beginning the piece. Visually display broadening/narrowing the topic if needed.</p> <p>Am I using advanced searches effectively?</p> <p>Support: Post steps including (author/validity, avoid advertisements, Use source template)</p> <p>Have I pulled all of the most important ideas from my sources and expressed those ideas clearly with proper citation?</p> <p>Support: Provide Response Frame and plagiarism/citation modeling/examples.</p> <p>Have I integrated the information from multiple sources effectively?</p> <p>Support: Provide Response Frame</p> <p>Why is it important to consider who the audience may be?</p> <p>How can I appeal to the intended audience in this research piece?</p> <p>Support: Explore possible audiences, prior knowledge/possible stories/ways to address each.</p> <p>Have I missed any major ideas about the topic that need to be addressed?</p> <p>Is my work organized in a way that helps the reader understand my research?</p> <p>Support: Use pre-writing outline, check that each part was addressed/remained in order.</p> <p>Is my focus sharp throughout the piece?</p> <p>Is all of my support relevant to support the topic and task?</p> <p>Support: Revisit topic and task. Number points/relevant support, visually take inventory.</p> <p>Did I maintain a formal style and objective tone?</p> <p>Support: Provide a chart of examples/non-examples of formal and objective language to use when self-assessing.</p>
PA Common Core Reading Standard/s	Questions to Ask/Supports to Provide
<p>CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>Does the evidence support any generalizations?</p> <p>Support: Define generalizations. Explore real life examples. Give generalizations that could be made based on evidence from the text, students find the supporting evidence. (vice versa)</p> <p>How does the information in this text connect to information in another text/source?</p> <p>Support: Provide response frame. Provide info from two texts, students explain the connection/also provide connection, students explain strength of provided connection. (diverse formats) Chart what each teaches. Compare.</p> <p>Is each bit of supporting evidence essential/nonessential? Fact/opinion?</p> <p>Support: Mark the text for nonessential. Check the source of some of the sources.</p> <p>What are the connections between the content of graphics and charts?</p> <p>Support: Give a graphic/chart partially filled in, student use text to complete.</p> <p>What is the literary, historical, or cultural significance of this piece?</p> <p>Has this piece been cited as a source for other works created since?</p> <p>Support: Explore the history of a piece. If it was cited as a source, was it used to make the same point? Why? Impact? Provide graphic organizer to record and analyze.</p>

Keystone Anchor(s) and Eligible Content

<p>Module 1A: Chem.A.1.1 Identify and describe how observable and measurable properties can be used to classify and describe matter and energy.</p> <p>Chem.A.1.1.1 Classify physical or chemical changes within a system in terms of matter and/or energy.</p> <p>Chem.A.1.1.2 Classify observations as qualitative and/or quantitative.</p> <p>Chem.A.1.1.3 Utilize significant figures to communicate the uncertainty in a quantitative observation.</p> <p>Chem.A.1.1.4 Relate the physical properties of matter to its atomic or molecular structure.</p> <p>Chem.A.1.1.5 Apply a systematic set of rules (IUPAC) for naming compounds and writing chemical formulas (e.g. binary covalent, binary ionic, ionic compounds containing polyatomic ions).</p> <p>Module 1B: Chem.A.1.2 Compare the properties of mixtures.</p> <p>Chem.A.1.2.1 Compare properties of solutions containing ionic or molecular solutes (e.g., dissolving, dissociating).</p> <p>Chem.A.1.2.2 Differentiate between homogeneous and heterogeneous mixtures (e.g., how such mixtures can be separated).</p> <p>Chem.A.1.2.3 Describe how factors (e.g., temperature, concentration, surface area) can affect solubility.</p> <p>Chem.A.1.2.4 Describe various ways that concentration can be expressed and calculated (e.g., molarity, percent by mass, percent by volume).</p> <p>Chem.A.1.2.5 Describe how chemical bonding can affect whether a substance dissolves in a given liquid.</p>

Resources for Chemistry: Research Writing

Driving Question and Final Product	Other Resources
<p>Module A</p> <p>DQ: How can we, as interns for the IUPAC, make sure that high school students are prepared to attend an upcoming conference?</p> <p>FP: Students will research the basic information that a high school student would need to attend and understand a conference for an upcoming IUPAC conference of their choice. http://www.uspsa.org/home/projects/psact-eb/project-detail.html?wtab=psactsect_8913009-041-2-039 or http://www.drammiller.org/2018/09/06/public-chemistry-2018-09-21-10-09-09</p> <p>Module B</p> <p>DQ:</p> <p>FP:</p>	<p>Writing Resources</p> <p>https://owl.english.purdue.edu/owl/resource/672/01/</p> <p>http://www.literacyca.com/sites/default/files/skill-in-action/3757/writingprocess123.pdf</p> <p>Standards http://www.pdesas.org/StandardView</p> <p>Citation/Integrating Sources</p> <p>http://www.easybib.com/</p> <p>http://www.literacyca.com/sites/default/files/skill-in-action/723/templateintroducesources.pdf</p> <p>Response Frames</p> <p>http://www.literacyca.com/sites/default/files/skill-in-action/723/templateintroducesources.pdf</p> <p>The central idea of this passage is One detail that supports this central idea is Another specific detail that supports this central idea is Finally</p> <p>This text is about The author wanted us to (know or do) He/she stated that Furthermore In summary</p>
<p>Vocabulary</p> <p>Keystone Assessment Glossary http://www.pdesas.org/module/assessment/keystone.aspx (click subject area tab on left)</p> <p>Generalizations: a conclusion drawn from specific information that is used to make a broad statement about a topic or a person.</p> <p>Plagiarism: Passing another person's ideas, thoughts, or entire works off as one's own.</p>	

Strategies

There are several student centered and teacher centered strategies that have been found helpful in increasing student engagement and learning. Templates for these and other strategies can be found in the OneDrive Curriculum folder.

Note SPACE

Use the **SPACE** to push higher level thinking!

S ummary	Students synthesize and account for the main ideas in the lesson.	Today I learned... The main idea is... The most/least important thing about...
P rocess	Students write about their learning experience (metacognition)	As I recorded information, I thought... I was challenged today because... I will remember this by...
A nalyze	Students break ideas into parts and show relationships among the parts.	...[topic] consist of... X and Y are critical concepts... The patterns I see are...
C onnect	Students connect their learning, to life, to texts they have read, to prior knowledge, and or to their own experiences.	While learning about _____ I thought of... Topic X is similar to ... I can infer...
E valuate	Students judge the information they have learned and speak about its significance.	Today was helpful because... It's important to understand... From my point of view...

Examples

Notes	Thinking SPACE
Notes	
Thinking SPACE	

MMMM...Great Objectives = Better Learning!

Manageable, Measurable, Made First, Most Important
(SWL = Students Will Learn)

Step 1: Create MMMM Objectives

Manageable ASK: Can I visualize myself teaching this specific chunk using gradual release in today's lesson?

1. Select 1 Standard/Skill from a standard
2. Write down everything that you would have to teach someone in order for them to be "good" at it/master it, assuming this is their first encounter as to include pre-requisites that may need to be addressed.
3. Categorize your list into manageable chunks. Break it down until each chunk or combination of chunks could be used to craft a manageable objective – 1 hr. of instruction.

Discussion Guide

Group members may need focused instruction and practice on how to participate in a group discussion. Below are some sentence starters that can be used to assist in developing the needed communication skills. Encourage active listening and clear speaking.

Agree • I like the idea that... • I agree with... • Your point is well taken... • True, we should consider... • I also found... • You make a good point when you say... • I had a similar experience... • We should all consider... • Your description accurately provides...

Disagree • Let's take a closer look at... • I believe there is an error in... • Although I tend to agree, I think... • I hear what everyone is saying, but... • We might be misunderstanding the issue... • I don't know if I agree... • I haven't seen this in my experience... • We need more evidence...

Classroom Board Configuration/Lesson Structure

The board in every classroom is configured with the following components as a means for aiding the organization and communication of the learning that will take place.

This board configuration also supports Gradual Release of Responsibility, our preferred lesson structure. This pushes students to higher levels of cognitive engagement and higher levels of mastery. Through this structure we engage students in reflective practices that will help them become more self-sufficient in taking ownership for their own learning, recognizing their own strengths and weaknesses, and feeling empowered and confident to take on challenges.

Lesson Structure/Organization (Board Configuration)

Warm-Up	The warm-up can be a question or short activity. (3-7 minutes) It is a means of connecting past and present learning. Warm-ups allow students to activate/connect prior knowledge to today's learning. They also serve as a means for teachers and students to gauge students' familiarity with new knowledge or mastery of past learning. Warm-ups often serve as a hook that motivates students to "need" to know what is to be learned in the upcoming lesson.
Objective	Post and communicate what it is that students will learn today. The objective serves as the target to aim for, the instruction is the map to reach the communicated destination. The destination/target must be communicated in order for students to know that they are headed in the right direction and for teachers/students to be able to assess progress toward it. It is important to communicate not only the what, but also the why. Students should also understand how today's learning fits into the unit so that they can build all of the pieces together.
Vocab/ Word Study*	Vocabulary is a major contributor to the "achievement gap." Students that struggle most often have limited background knowledge and limited vocabulary. Accelerating learning for students that are behind requires teachers to close the vocabulary gap and increase background knowledge which can be most effectively "fast forwarded" by very targeted and intentional vocabulary instruction. There are many research based strategies that can be used for vocabulary instruction and word study.
Activity*	This is the section of the lesson that includes skill instruction/mini lesson and skill application/practice. Many times students will need teachers to model the steps to successfully showing mastery application of the objective in order to reach mastery themselves. This part of the lesson may cycle around the <i>I Do</i> (teacher modeling), <i>We Do</i> (teachers and students together practice), <i>They Together Do</i> (Students practice together while teacher offers support), <i>They Alone Do</i> (Students practice on their own). It is key to make sure that students are only asked to apply/practice skills that that have been explicitly taught and that they are only asked to apply/practice at a level/amount required by the desired/required level of mastery. Activities must always be directly aligned with the learning objective.
Review Closure/ Assessment	Retention of learning requires time to reflect on the learning and the process. This part of the lesson allows this reflection time for students as well as a time for teachers to gather data to drive their future instruction. (Teachers gather data throughout the entire lesson and in more formal ways thought the module.) Often the learning objective can be turned into a question at the end of the lesson as a prompt for reflection. This is another time for teachers to communicate the learning and the purpose of the learning so that students understand where this learning fits into the whole of the module and what to expect in upcoming lessons.

*Order of *vocab/word study* and the *activity* may vary from day to day and on Wednesday, time may allow for only one of these two components. This decision should be made based on student need /progression of learning within module. There should still always be an objective, warm up, and closure.

Project Based Learning Overview/Templates

Project Based Learning at OBRCHS

Project Based Learning is at the center of all of our curricular decisions. Our students have not found success at other more traditional schools for a variety of reasons. To help our students find more success we have adapted the project based learning model to give them a more real-life application of the skills that they are learning This engages them more deeply and helps them see the value of the education that we provide.

OBRCHS PBL	
4 Week Module Storyboards	Standards and Skills English: PA Common Core Standards; Test of Adult Basic Education - TABE Skills (pilot) Math: PA Common Core Standards; Test of Adult Basic Education - TABE Skills (pilot) Content Areas: (History, Humanities, Sci, Language, and Electives) Subject Area Content Standards and PA Common Core ELA Standards Front Page: Standards – Provided to teachers; Driving Questions and Final Product developed by teachers with support and administration approval Weekly Pages: Daily Learning Objectives, Daily Activities, Warm-Ups, Differentiated Instruction, Assessments – Planned by teacher and approved by administration
Driving Question	Unpacked at beginning of the module so that students understand the question, their role, and the expectations of the task Open-ended question that inspires students to “need to know” and “want” to gain the knowledge and skills to answer/complete projects Answer evolves as question is revisited throughout the module and eventually a final answer/opinion and project is completed Other criteria: Purpose/Audience/Real-World Connection
Product	Real-life demonstration/application of skills learned through real world job/career simulation Answers/addresses the Driving Question, evolves throughout the module
Student Voice/Choice	Student choices about products (differentiation) Student choice about how they work and use their time (differentiation) Choice Strategies throughout the module (differentiation)
Inquiry and Innovation	Student generated questions that drive investigation Innovation of new ideas/solutions (rather than reporting of facts)
Feedback and Revision	Rubrics used by self, teacher, teams to create feedback/revision loop until final product due date
Real World Connection	Real connection to the world outside of the classroom: audience, trip, or guest (real/virtual), roles provide real world career exploration
Assessment	Standards/skills/content throughout and in final product Includes formative assessment throughout and checkpoints Includes self and peer assessments Standards based rubrics provided, teachers add additional categories as needed
Next Steps	21 st Century Skills to be targeted, included in storyboard, taught, and assessed

Driving Questions and Final Products

Driving Questions are engaging and interesting to answer from the students’ perspective. It is clear what the question is asking and what skills and/or knowledge will be needed to answer the question. It is open-ended and inquiry based. The focus of all module work guides students toward developing their answer to the driving question. The answer evolves throughout the project as students learn more. The question should be framed in a way that allows students to take on a real-world job/career role. The Final Product is the final answer to the Driving Questions. The format for Driving Questions can be found in the OneDrive Curriculum folder.

Storyboards

The details of each module are planned on a Storyboard. Each storyboard includes a front page with the standards of the module and the Driving Question and Final Product description. Each storyboard also includes one page for each week of the module. Each weekly page includes daily objectives, activities, differentiated instruction and assessments. Daily instruction leads to the development of a final product, which allows students to show their level of mastery of the standards/skills within the module. Each assignment that will be graded throughout the module and entered into PowerSchool must be labeled on the storyboard. See Assessment and Grading Policies for more information.

Storyboards will be posted in the classroom each module. If adjustments need to be made, that must be indicated on the posted Storyboard. What is happening in the classroom at any given time and what is recorded in the gradebook should match the posted storyboard.

Storyboard Front Page

FOUR WEEK STORYBOARD	
Teacher Information	
Teacher: Hrubosky Unit Name:	Subject: Math Elective Periods:
Time Frame	
Module: 1A Measurement of Two- and Three- Dimensional Shapes and figures	Weeks:
Standards	
PA Common Core CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems. CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects. CC.2.3.HS.A.14 Apply geometric concepts to model and solve real-world problems. Keystone Anchors/Eligible Content G.2.2.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, and/or area (may require conversions within the same system) G.2.2.2.1 Estimate area, perimeter, or circumference of an irregular figure. G.2.2.2.2 Find the measurement of a missing length, given the perimeter, circumference, or area G.2.2.2.3 Find the side lengths of a polygon with a given perimeter to maximize the area of a polygon. G.2.2.2.4 Develop and/or use strategies to estimate the area of a compound/composite figure. G.2.2.2.5 Find the area of a sector of a circle. G.2.2.3 Describe how a change in one dimension of a two-dimensional figure affects other measurements of that figure. G.2.2.3.1 Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area (changing the length of the radius affects the circumference?) G.2.2.4 Apply probability to practical situations. G.2.2.4.1 Use area models to find probabilities. G.2.3.1 Use and/or develop procedures to determine or describe measures of surface area and/or volume (may require conversions within the same system) G.2.3.1.2 Calculate the volume of prisms, cylinders, cones, pyramids, and/or spheres. Formulas are provided on a reference sheet. G.2.3.1.3 Find the measurement of a missing length given the surface area or volume. G.2.3.2 Describe how a change in one dimension of a three-dimensional figure affects other measurements of that figure. G.2.3.2.1 Describe how a change in the linear dimension of a figure affects its surface area or volume (changing the length of the edge of a cube affects the volume)	
Driving Question	
As architects, how can we use our understanding of 2-dimensional and 3-dimensional shapes to build a prototype that will win the Designs for the Future contest?	
Final Product	
Students will create a prototype of a robot, animal, or an architectural structure that will win the Designs for the Future Contest and become famous sometime in the future. Students will create a background story of why they chose to build such an object, how they applied their understanding of 2-dimensional and 3-dimensional shapes and why that understanding is important to their design. Students will need to sell the piece to potential buyers (the class) to gain the financial backing they will need to start production.	

Storyboard Weekly Pages

Week 1	Teacher Name:	Subject:	Module:
Monday			
Activities		Assessments & DI	
Objective:		Assessment:	
Activity:		DI:	
Tuesday			
Activities		Assessments & DI	
Objective:		Assessment:	
Activity:		DI:	
Wednesday			
Activities		Assessments & DI	
Objective:		Assessment:	
Activity:		DI:	
Thursday			
Activities		Assessments & DI	
Objective:		Assessment:	
Activity:		DI:	
Friday			
Activities		Assessments & DI	
Objective:		Assessment:	
Activity:		DI:	

Rubrics

Skills based rubrics are used to assess students' final products for each module. Rubrics are provided and teachers customize them with content/project based skills that are specific to the project for that module. This rubric template outlines the final product as well as the final product checkpoints as they build toward the final product.

Student Name: _____ Teacher: _____
 Period: _____ Module: _____ Subject: _____

Argument Writing

Driving Question: _____

Final Product: _____

Check Point One Due: _____

Description: _____

 Grade: _____

Check Point Two Due: _____

Description: _____

 Grade: _____

Final Product Due: _____

Description: _____

 Grade: _____/24

Teacher Final Comments: _____

Argument Writing Rubric (Back)

Argument Writing	4- Excellent	3- Good	2- Needs Improvement	1- Not acceptable
Focus ____/4	-establishes and sustains a specific claim or position -displays a clear understanding of task, purpose, and audience	-establishes a controlling claim or position -displays an understanding of task, purpose, and audience	-presents an inconsistent claim or position -displays a limited understanding of task, purpose and audience	-presents a vague or indirect controlling claim or position -displays a minimal understanding of task, purpose, and audience
Organization ____/4	-chooses sophisticated organizational strategies that enhance development and logic of the argument	-chooses appropriate organizational strategies that reveal the reasoning and logic of the argument	-displays some evidence of organizational strategies with minor lapses in structure and/or coherence	-attempts to organize ideas, but lacks control of structure
Style ____/4	-uses consistently precise language, varied transitions, and a wide variety of sentence structures -chooses a sophisticated style and tone and maintains a consistent point of view	-uses precise language, transitions, and a variety of sentence structures -chooses an appropriate style, tone, and point of view	-uses imprecise language, limited transitions, and a limited variety of sentence structures -may choose an inappropriate style or tone and may shift point of view	-uses simplistic or repetitious language and sentence structures -demonstrates little or no understanding of style, tone, or point of view
Content ____/4	-presents most relevant and accurate supporting evidence with thorough explanations that demonstrate mastery of content knowledge -clearly addresses possible counterclaim(s)	-presents relevant and accurate supporting evidence with sufficient explanations that demonstrate understanding of content knowledge -addresses possible counterclaim(s)	-presents relevant supporting evidence with minimal explanation that demonstrates some understanding of content knowledge -addresses counterclaim(s)	-provides insufficient supporting evidence and and/or displays minimal understanding of content knowledge -does not acknowledge counterclaim(s)
[Project Based Learning Skill] ____/4				
[Project Based Learning Skill] ____/4				

Assessment and Grading Policies

Assessments

Teachers create assessments that allow them to monitor student progress toward mastery of skills within a module before application to the final product. Assessment can take many forms from observations, multiple choice and constructed response formal tests, as well as the required final product rubric assessing the skills and content demonstrated at checkpoints and at the end of the module. Assessments can take place at any strategic point throughout the lesson and/or module. Assessment data should drive instruction that is designed to specifically target students' needs and to give teachers a means of reflecting on their own practices. Assessments should always assess learning not just remembering. Students should be able to demonstrate assessed learning on at least an understanding level, and ideally at an application level or higher. Assessment practices should guide students toward monitoring their own progress, knowing when and how to ask for help, and how to apply the help to move to higher levels of mastery.

Designated Testing Days

When you decide to give a formal test you must do so on a designated test day. In order to ensure that students are not over tested on any given day, each subject area has two designated testing days for this type of formal assessments.

Math:	Tuesday and Friday
Science:	Tuesday and Thursday
History:	Thursday and Friday
Humanities:	Wednesday and Thursday
Elective:	Tuesday and Wednesday
English/World Language:	Monday and Friday

School Wide Testing Days

TABE Testing will be administered two times a year and on other specified dates for graduating seniors only. Keystone Tests (Algebra, English, and Biology) will be administered twice a year. Teachers are to assist in the administering of these school wide tests as directed by the testing coordinator. Please refer to the school calendar for dates. Specific information will be distributed each module.

Grading Scale

90-100 A 80-89 B 70-79 C 65-69 D 64-0 F

Universal Grading Policy

- Daily Activities – 30%
- Final Product – 25%
- Written Assessments (Tests/Quizzes/Exams/Papers) – 20%
- Attendance – 15%
- Independent Work – 10%

This grading policy must be displayed in all classrooms at all times. These weights should already be set in PowerSchool account. You will not ever need to make any changes to these weights in PowerSchool. Please report it to your Site Principal ASAP if you notice that these weights are not properly set in your PowerSchool account.

Daily Requirements for Input for PowerSchool

- **Attendance**
 - Must be entered every class period (Teachers must use laptops and PowerSchool)
 - This only records student's presence or absence, not daily attendance points. (See Below, PowerSchool Gradebook for recording daily attendance points.)

Weekly Requirements for Input for PowerSchool for Gradebook

- **Attendance** (One point per day) (**BLACK**)
 - Attendance points are given weekly. (1 point for every day the student attends the class. (If there are 4 days that week and the student attends 3 days, the weekly attendance grade would be 3/4.)
 - If the student is absent from school and has an excused absence the attendance grade is still 3/4 if the student attended three days out of a four day week. Students are encouraged to get make-up work but they cannot earn attendance points even if the absence is excused.
 - Attendance grade for the week should be entered in the gradebook as follows: Week 1 Attendance and the same for Weeks 2, 3, 4, 5, 6, 7, and Week 8
- **Daily Activities** (Range of points: 10 – 20) (**RED**)
 - Three activities a week recorded
 - Daily activities can be assigned points as low as 10 or as high as 20
 - Activities include anything that the students are actively working on even if they are working individually (graphic organizers, debates, presentations, reviews, notes, peer editing, etc.)
 - Label on storyboard (**DA**).
- **Independent Work** (Range of points: 5 – 10) (**YELLOW**)
 - Two independent work activities per week
 - Independent work can be assigned points as low as 5 or as high as 10
 - Independent work includes daily warm ups, exit slips, and daily or short module reflections (example: rating type module reflection)
- **Written Assessments** (Range of points: 20 – 50) (**BLUE**)
 - Two written assessments per grading period (four weeks)
 - Written assessments can be assigned points as low as 20 (ex. paragraph) or as high as 50 (ex. test or paper).
 - Written Assessments include only the assessments that are written (essays, papers, quizzes, tests, paragraphs, etc.) Module reflections can be counted as Written Assessments if they are written as 3 or more paragraphs. Other alternatives to assessing should be included as daily activities (debating, oral quizzing, comprehension checks, role-playing, etc.).
 - Label on storyboard (**WA**).
- **Final Product** (Range of points: Final Product Checkpoints 10-20 points, Final Product assessed with the writing rubric, 24 points) (**GREEN**)
 - 2 Checkpoints every 4 weeks, entered into the Final Product Category with 10 to 20 points assigned. Label on Storyboard (**FP**).
 - One final product final grade every 4 weeks (using final product rubric (24 pts) to grade the completed final product) Label on Storyboard (**FP**).

Format for All Activities/Assignments/Assessments Entered in PowerSchool

- Enter a specific NAME of assignment.
- Example: Direct Objects Chart
- Select the date the assignment was DUE (not date graded)
- Select the appropriate category so that the assignment is weighted correctly.
- Document late submissions with comments.
- All assignments must be graded, entered into PowerSchool, and returned to students within three days of being submitted by students.

Make-Up Work Policy

Make-up work is to be completed after school during the designated make up time. No make-up work should be given or completed during regular class periods. It is the student's responsibility to see the teacher after school to complete make-up work within the given time-frame. The most make-up work that can be given is up to three days back. Any exceptions must be approved by the principal. Students will have 3 days, from the time they get the work, to submit the work. In addition, there is a 10% deduction each day the assignment is submitted late, this applies to FP as well. There is an exception to the 10% deduction for Written Assessments only as outlined below. Simply explained "3 days back and due in 3 days."

Examples

- Student turns in a late assignment 2 days late, or on the second day of the final due date, and the grade is a 100%. With the 10% deduction policy the highest grade a student can get is an 80%.
- Student turns in a late assignment 3 days late, or on the third day of the final due date, and the grade is a 100%. With the 10% deduction policy the highest grade a student can get is a 70%.

Written Assessments Exception –

3 days back from when the assignment was due, no point reduction. Example – Test on Monday, make-up by Thursday, no points deducted.

Module Grading

Modules consist of two four-week grading periods. The minimum grade allowed for the first four weeks of the grading period is a 50%. The minimum grade for the second half of the four weeks is a 0%. At the end of each module, the two four-week grading periods will be averaged together for the students' final grades for the entire module. Grades will be reviewed regularly by administration. Teachers must abide by the "grades lock" dates so that reports can be generated and printed in a timely manner for distribution to students. Students will receive grade reports every two weeks and report cards will be issued every week 9. These dates are all noted on the school calendar.

Ninth Week of Each Module

On Monday of the ninth week, as noted on the school calendar, teachers may invite a student to make improvements to their final product or complete a missing assignment from the 8th week if this will allow the student to earn a few needed points to pass the module and earn the module credits. This opportunity is by invite only.

School-Wide Enrichment (SWE)

School-Wide Enrichment is an essential element of the OBR program. This time is built into each school day to bring teachers and students together to focus on building more meaningful relationships in order to create a culture of teamwork in the quest for student success. It is essential that we use this opportunity to hook our students into a culture of success, essentially empowering them to feel capable of applying themselves at OBR and in their lives beyond, becoming successful contributing members of society.

SWE materials will be distributed by your campus designee for your review before implementation. The materials will engage students with topics, skills, and strategies that have been identified to meet the needs of our students.

The student's SWE grade and credit will be assigned as follows:

- .25 credits will be assigned per module
- 10% Daily Attendance
- 30% Daily Activities/Participation
- 60% Journal Completion

The journal format is outlined below. Students must have a SWE section in their binder where they keep all of their returned journal pages. Every response written by students does not require written feedback from the teacher but keep in mind that even a few words of acknowledgment or encouragement can go a long way in developing the types of relationships that will make this opportunity a success.

Students will participate in two specialized SWE Seminars: OBR Seminar during their first module and Senior Seminar during their last module before graduation. OBR Seminar allows students that earn a passing grade to receive .25 credits. Senior Seminar is a pass/fail course, no grade or credit is assigned.

Front	Back
Name: SWE Journal Module ___ Week ___	Name: SWE Journal Module ___ Week ___
Monday ___/___/___ Warm-Up Reflection	Thursday ___/___/___ Warm-Up Reflection
Tuesday ___/___/___ Warm-Up Reflection	Friday ___/___/___ Warm-Up Reflection
Wednesday ___/___/___ Warm-Up Reflection	Weekly Summary/Reflection ___/___/___ (Extra-Credit/Make-Up)