



Hapeville Charter Career Academy

*A Fulton county public charter high school
in partnership with Atlanta Technical College*

Candace S. Bethea, Principal
cbethea@hapevillecharter.org

Principal's Report

March 25, 2019

Celebrations

All 18 of Mrs. Troy's Geometry B/Algebra I passed the Georgia Milestones in February 2019.

Georgia Milestones Preparation

- Mock End of Course Exams
- Mathematics Boot Camps
- FEV Targeted Tutoring

Home of the Hornets

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Hapeville Charter Career Academy Mastery Moment



March 15, 2019

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Georgia Milestones Courses

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9th Grade ELA

Teacher	Ms. A. Green											
Course	Ninth Grade Literature & Composition											
17/18 Milestones Course (if applicable), scores, and levels	<p>74.4% Passing Rate</p> <table border="1"> <thead> <tr> <th>Beginning</th> <th>Developing</th> <th>Proficient</th> <th>Distinguished</th> </tr> </thead> <tbody> <tr> <td>25.6</td> <td>43.3</td> <td>29.4</td> <td>1.7</td> </tr> </tbody> </table>				Beginning	Developing	Proficient	Distinguished	25.6	43.3	29.4	1.7
Beginning	Developing	Proficient	Distinguished									
25.6	43.3	29.4	1.7									
March Milestones Score Prediction (if applicable)	N/A											
April Milestones Score Prediction (if applicable)	75.5-80% Passing Rate Range											
Standards Mastered as of today (list the standards)	<p>ELAGSE9RL1: Cite textual evidence ELAGSE9RL2: Determine a Central Idea/Theme ELAGSE9RL4: Determine the meaning of a word ELAGSE9RW4: Produce clear writing appropriate to task and audience. ELAGSE9RL3: Author's Purpose ELAGSE9W2: Write informative/explanatory texts to examine and convey complex ideas. ELAGSE9W8: Gather relevant information from multiple authoritative print and digital sources. ELAGSE9W1: Write arguments to support claims in an analysis of substantive topics or texts ELAGSE9RL3: Analyze how complex characters develop</p>											

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<p>Standards not mastered as of today (list the standards)</p>	<p>The following standards need re-teaching for an increased mastery score: ELAGSE9RL2: Determine a Central Idea/Theme ELAGSE9RL3: Author’s Purpose ELAGSE9RL4: Determine the meaning of a word (used in a text). ELAGSE9RL3: Analyze how complex characters develop</p>
<p>Where are you in the pacing for the year? (Standards you have covered and standards you have left?)</p>	<p>ELA 9th grade Literature has a lot of standards; however, we have priority standards that have been covered. Moving into the next Unit-Poetry (Romeo & Juliet) will allow me to cover the other set of priority standards for figurative language.</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	<p>75</p>
<p>Number of students on target for level 1 only (GA Milestones only)</p>	<p>44</p>
<p>Strategies for Remediation</p>	<ul style="list-style-type: none"> ● CommonLit Class Lessons ● FEV Tutor ● Saturday School ● Extended Day Learning ● USATestPrep ● Once WriteScore Reading Assessment scores are received, I will use the results to guide further instruction.

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11th Grade ELA

Teacher	M. Broome											
Course	American Literature (11 th Grade ELA)											
17/18 Milestones Course (if applicable), scores, and levels	<table border="1"> <thead> <tr> <th>Beginning</th> <th>Developing</th> <th>Proficient</th> <th>Distinguished</th> </tr> </thead> <tbody> <tr> <td>59.5</td> <td>33.1</td> <td>7.4</td> <td>0.0</td> </tr> </tbody> </table>	Beginning	Developing	Proficient	Distinguished	59.5	33.1	7.4	0.0			
Beginning	Developing	Proficient	Distinguished									
59.5	33.1	7.4	0.0									
March Milestones Score Prediction (if applicable)	<table border="1"> <tbody> <tr> <td>19</td> <td>56</td> <td>25</td> <td>14</td> </tr> <tr> <td>17%</td> <td>50%</td> <td>22%</td> <td>12%</td> </tr> </tbody> </table> <p>113 students at 84% pass rate.</p>	19	56	25	14	17%	50%	22%	12%			
19	56	25	14									
17%	50%	22%	12%									
April Milestones Score Prediction (if applicable)	<table border="1"> <tbody> <tr> <td>27</td> <td>45</td> <td>28</td> <td>11</td> </tr> <tr> <td>24%</td> <td>41%</td> <td>25%</td> <td>10%</td> </tr> </tbody> </table> <p>111 students at 76% pass rate.</p>	27	45	28	11	24%	41%	25%	10%			
27	45	28	11									
24%	41%	25%	10%									
Standards Mastered as of today (list the standards)	<p>ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as determining inferences drawn from the text, including, determining where the text leaves matters uncertain.</p> <p>ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>											

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	ELAGSE11-12RL2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text.
Standards not mastered as of today (list the standards)	ELAGSE11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ELAGSE9: Analyze how an author’s choices concerning fact, analysis, and summary affect the overall meaning and impact of a document.
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	We are on pace with the power standards and implement other standards as needed.
Number of students on target for level 2 or higher (GA Milestones only)	84 students are on target.
Number of students on target for level 1 only (GA Milestones only)	27 students are not on target.
Strategies for Remediation	Students perform multiple re-do assignments with examples of exemplars of quality work. Students work at own pace on certain assignments to ensure quality, academic artifacts. Teachers provide extensive feedback and instruction to students for growth and gains.

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Biology

Teacher	Griffiths			
Course	Biology			
17/18 Milestones Course (if applicable), scores, and levels	Beginning	Developing	Proficient	Distinguished
	38.9	25.4	27.8	7.9
March Milestones Score Prediction (if applicable)	n/a			
April Milestones Score Prediction (if applicable)	35% proficient and above 65% beginning to developing			
Standards Mastered as of today (list the standards)	SB1: Cells A. 75% SB3: Cellular Genetics and Heredity a. 72% b. 73%			
Standards not mastered as of today (list the standards)	SB1: Cells B. 59% C. 51% D. 66% E. 51% SB2: Genetics A. 62% B. 60.5% C. 60% SB3: Cellular Genetics and Heredity			

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	<p>B. 64%</p> <p>SB6: Evolution (currently teaching)</p> <p>*Data available after 3/14/19 see folder</p>
<p>Where are you in the pacing for the year? (Standards you have covered and standards you have left?)</p>	<p>Standards left to teach:</p> <p>SB4</p> <p>SB5</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	<p>16</p>
<p>Number of students on target for level 1 only (GA Milestones only)</p>	<p>47</p>
<p>Strategies for Remediation</p>	<p>USA Test prep</p> <p>FEV Tutor (targeted students have been submitted to Ms. Williams)</p> <p>Saturday School/ Extended Learning</p> <p>Data Driven Assignments</p> <p>Student Progress Monitoring</p> <p>Identifying "bubble students" beginning close to developing" and "Developing close to proficient".</p>

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Teacher	Brandon Tobler			
Course	Biology			
17/18 Milestones Course (if applicable), scores, and levels	Beginning	Developing	Proficient	Distinguished
	38.9	25.4	27.8	7.9
March Milestones Score Prediction (if applicable)	45% Beginning 30% Developing 25% Proficient			
April Milestones Score Prediction (if applicable)	40% Beginning 30% Developing 30% Proficient			
Standards Mastered as of today (list the standards)	SB1.A			
Standards not mastered as of today (list the standards)	SB1C. Cells and Organelles SB2. DNA/RNA SB3. Genetics			
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	SB6 Evolution SB4			
Number of students on target for level 2 or higher (GA Milestones only)	64			
Number of students on target for level 1 only (GA Milestones only)	30			

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Strategies for Remediation	Test corrections, Extended Learning, Tutorial, USA Test Prep, FEV Tutor, Actively Learn

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Geometry

Teacher	C. Troy
Course	Geometry
17/18 Milestones Course (if applicable), scores, and levels	Geometry Milestone Score: 174 tested Level 4--- .7% Level 3- 18 students 10.8% Level 2 -61 students 34.5% Level 1 – 94 students 54.1% (46% Pass Rate)
March Milestones Score Prediction (if applicable)	Level 4— (1 student) 1% Level 3— (7 students) 9% Level 2— (20 students) 25% Level 1 – (52 students) 65% (35% Pass Rate)
April Milestones Score Prediction (if applicable)	Level 4— (4 students) 5% Level 3— (17 students) 21% Level 2— (26 students) 33% Level 1— (33 students) 41% (59% Pass Rate)
Standards Mastered as of today (list the standards)	NONE (70% is Mastery Level)
Standards not mastered as of today (list the standards)	MGSE9-12.G.CO.1,2,3,4,5 (Unit 1 Transformations in the Coordinate Plane) MGSE9-12.G.CO.6,7,8,9,10,11,12,13 (Unit 2 Similarity, Congruence and Proofs) MGSE9-12.G.SRT.1,2,3,4,5 (Unit 2 Similarity, Congruence, and Proofs)

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	<p>MGSE9-12.G.SRT.6,7,8 (Unit 3 Right Triangle Trigonometry)</p> <p>MGSE9-12. G.C.1,2,3,4,5 (Unit 4 Circles)</p> <p>MGSE9-12.G.GMD.1,2,3,4 (Unit 4 Volume)</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p><u>Standards I have left to cover</u></p> <p>MGSE9-12.G.MG.1,2,3 (Geometric Modeling will be done during next FOCUS Lesson)</p> <p>MGSE9-12.G.GPE.1,4,5,6,7 (Unit 5 Geometric and Algebraic Connections)</p> <p>MGSE9-12.S.CP.1,2,3,4,5,6,7 (Unit 6 Statistics and Probability)</p> <p><u>Standards I have covered</u></p> <p>MGSE9-12.G.CO.1,2,3,4,5 (Unit 1 Transformations in the Coordinate Plane)</p> <p>MGSE9-12.G.CO.6,7,8,9,10,11,12,13 (Unit 2 Similarity, Congruence and Proofs)</p> <p>MGSE9-12.G.SRT.1,2,3,4,5 (Unit 2 Similarity, Congruence and Proofs)</p> <p>MGSE9-12.SRT.6,7,8 (Unit 3 Right Triangle Trigonometry)</p> <p>MGSE9-12. G.C.1,2,3,4,5 (Unit 4 Circles)</p> <p>MGSE9-12.G.GMD.1,2,3,4 (Unit 4 Volume)</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	<p>22 students (according to their current grade in the class and performances on assessments)</p> <p>9 students are on the bubble</p>
<p>Number of students on target for level 1 only (GA Milestones only)</p>	<p>49 students (according to their current grade in the class and performances on assessments)</p>

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Strategies for Remediation	<ul style="list-style-type: none"> ● Standards not mastered will be used as Warm Ups in Class ● Extended Learning and Saturday school to review standards not mastered ● Geometry Bootcamp for selected students ● After school extra tutorials ● FEV Tutor for students to practice standards not mastered
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Teacher	Mr. I. Coats												
Course	GSE Geometry												
17/18 Milestones Course (if applicable), scores, and levels	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Beginning</th> <th>Developing</th> <th>Proficient</th> <th>Distinguished</th> </tr> </thead> <tbody> <tr> <td>54.1%</td> <td>34.5%</td> <td>10.8%</td> <td>0.7%</td> </tr> </tbody> </table>	Beginning	Developing	Proficient	Distinguished	54.1%	34.5%	10.8%	0.7%				
Beginning	Developing	Proficient	Distinguished										
54.1%	34.5%	10.8%	0.7%										
March Milestones Score Prediction (if applicable)													
April Milestones Score Prediction (if applicable)	Geometry <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Beginning</th> <th>Developing</th> <th>Proficient</th> <th>Distinguished</th> </tr> </thead> <tbody> <tr> <td>62%</td> <td>32%</td> <td>6%</td> <td></td> </tr> <tr> <td>(30)</td> <td>(16)</td> <td>(3)</td> <td></td> </tr> </tbody> </table>	Beginning	Developing	Proficient	Distinguished	62%	32%	6%		(30)	(16)	(3)	
Beginning	Developing	Proficient	Distinguished										
62%	32%	6%											
(30)	(16)	(3)											
Standards Mastered as of today (list the standards)	From Units 1-4, the following standards have been demonstrated at or above 70% level of mastery. MGSE9-12.G.CO.10												

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Standards not mastered as of today (list the standards)	From Units 1-4, the following standards have NOT been mastered. In addition, standards from Units 5 and 6 have not been covered. MGSE9-12.G.CO.1 MGSE9-12.G.CO.2 MGSE9-12.G.CO.3 MGSE9-12.G.CO.4 MGSE9-12.G.CO.5 MGSE9-12.G.SRT.1 MGSE9-12.G.SRT.2 MGSE9-12.G.SRT.3 MGSE9-12.G.SRT.4 MGSE9-12.G.SRT.5 MGSE9-12.G.CO.6 MGSE9-12.G.CO.7 MGSE9-12.G.CO.8 MGSE9-12.G.CO.9 MGSE9-12.G.CO.11 MGSE9-12.G.CO.12 MGSE9-12.G.CO.13 MGSE9-12.G.SRT.6 MGSE9-12.G.SRT.7 MGSE9-12.G.SRT.8
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	We have covered Units 1 - 4 (out of 6). We are currently in unit 5, covering Geometric and Algebraic Connections. Unit 5 Standards Remaining to Cover: MGSE9-12.G.GPE.1 MGSE9-12.G.GPE.4 MGSE9-12.G.GPE.5 MGSE9-12.G.GPE.6 MGSE9-12.G.GPE.7 MGSE9-12.G.MG.1 MGSE9-12.G.MG.2 MGSE9-12.G.MG.3 Unit 6 Standards Remaining: MGSE9-12.S.CP.1 MGSE9-12.S.CP.2 MGSE9-12.S.CP.3

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	MGSE9-12.S.CP.4 MGSE9-12.S.CP.5 MGSE9-12.S.CP.6 MGSE9-12.S.CP.7
Number of students on target for level 2 or higher (GA Milestones only)	18
Number of students on target for level 1 only (GA Milestones only)	31
Strategies for Remediation	<p>Students have demonstrated understanding of concepts that has often failed to translate into successful performance on exam questions, especially for Constructed Responses. For this reason, Opening and Closing exercises as well as Bootcamp Activities will focus on test-style exercises, especially Constructed Response exercises.</p> <p>All students are receiving an individualized curriculum crafted based upon data from previous cumulative assessments. They are accessing FEV Tutor for personalized assistance out of school.</p> <p>Specific Khan Academy lessons are assigned that engage students at a level of detail that helps to address misunderstanding. This access is being provided for students in-class and at-home.</p> <p>Students are also advised to attend Extended Learning and Saturday School opportunities.</p>

Teacher	Ashley Johnson
Course	Geometry (Small Group)
17/18 Milestones Course (if applicable), scores, and levels	Algebra 1- 100% beginning

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March Milestones Score Prediction (if applicable)	100% beginning, 0% developing
April Milestones Score Prediction (if applicable)	87% beginning, 13% developing
Standards Mastered as of today (list the standards)	With a mastery level of 70%, no standards have been mastered yet.
Standards not mastered as of today (list the standards)	MGSE9-12. G.C.1,2,3,4,5 (Unit 4 Circles) MGSE9-12.G.GMD.1,2,3,4 (Unit 4 Volume)
Where are you in the pacing for the year? (Standards you have covered and standards you have left?)	<p><u>Standards I have left to cover</u> MGSE9-12.G.MG.1,2,3 (Geometric Modeling will be done during next FOCUS Lesson) MGSE9-12.G.GPE.1,4,5,6,7 (Unit 5 Geometric and Algebraic Connections)</p> <p>MGSE9-12.S.CP.1,2,3,4,5,6,7 (Unit 6 Statistics and Probability)</p> <p><u>Standards I have covered</u> MGSE9-12. G.C.1,2,3,4,5 (Unit 4 Circles) MGSE9-12.G.GMD.1,2,3,4 (Unit 4 Volume)</p>
Number of students on target for level 2 or higher (GA Milestones only)	2 students
Number of students on target for level 1 only (GA Milestones only)	13
Strategies for Remediation	Differentiated instruction, after school tutoring.

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Algebra I

Teacher	Keydrick Barlow
Course	Algebra 1
17/18 Milestones Course (if applicable), scores, and levels	Beginning – 57% Developing – 35.4% Proficient – 11.2% Distinguished – 1.7%
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	Level 2 and higher – 25% Level 1 – 75%
Standards Mastered as of today (list the standards)	None
Standards not mastered as of today (list the standards)	There are no standards showing a 70% or higher mastery.
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	We have covered all standards in Units 1, 2, 3, and 6, with the exception of MGSE9-12.F.BF.1, BF.1a, BF.2, IF.3, CED.2. CED.4. We have Units 4 & 5 left to cover.
Number of students on target for level 2 or higher (GA Milestones only)	Level 2 and higher – 28

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Number of students on target for level 1 only (GA Milestones only)	Level 1 – 84
Strategies for Remediation	<p>Warm-ups covering EOC practice test questions. The emphasis will be on the priority standards. Collaboration with FEV Tutor to identify a specific tutorial plan for low performing students.</p> <p>Tutorial during Spring Break using FEV Tutor for students identified as “on the bubble for each level of learning.”</p> <p>The Mock EOC will also give us a deeper look at the standards and points to target. This data will be used to identify more standards to focus on.</p>

Teacher	Ms. Elie								
Course	Algebra I								
17/18 Milestones Course (if applicable), scores, and levels	<p>HCCA Algebra I Schoolwide Data</p> <p>Algebra I</p> <table border="1"> <thead> <tr> <th>Beginning</th> <th>Developing</th> <th>Proficient</th> <th>Distinguished</th> </tr> </thead> <tbody> <tr> <td>51.7</td> <td>35.4</td> <td>11.2</td> <td>1.7</td> </tr> </tbody> </table>	Beginning	Developing	Proficient	Distinguished	51.7	35.4	11.2	1.7
Beginning	Developing	Proficient	Distinguished						
51.7	35.4	11.2	1.7						
March Milestones Score Prediction (if applicable)	N/A								
April Milestones Score Prediction (if applicable)	<p>20% Developing</p> <p>80% Beginning</p>								
Standards Mastered as of today (list the standards)	With a mastery level of 70%, no standards have been mastered yet.								

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Standards not mastered as of today (list the standards)	<p>MGSE9-12.F.BF3 Identify the effect on the graph replacing $f(x)$ by $f(x)+k$, $k f(x)$, $f(kx)$ and $f(x+k)$ for specific values.</p> <p>MGSE9-12.A.REI.4b Solve quadratic equations by inspection.</p> <p>MGSE9-12.A.SSE.3,3a,3b Choose and produce an equivalent form of an expression.</p>
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	<p>Currently in Unit 3, still have to complete Units 4 (Exponential Functions) and 5 (Comparing and Contrasting Linear, Exponential, and Quadratic Functions).</p>
Number of students on target for level 2 or higher (GA Milestones only)	<p>1</p>
Number of students on target for level 1 only (GA Milestones only)	<p>4</p>
Strategies for Remediation	<ul style="list-style-type: none"> ● Continue to review and assessing. ● Extended time and targeted warm up problems, ● exit tickets to check in on comprehension of lesson target for the day. ● Extended Learning and Saturday school to review standards not mastered ● FEV Tutor for students to practice standards not mastered

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US History

Teacher	Black
Course	US History
17/18 Milestones Course (if applicable), scores, and levels	65% Beginning Learner 25% Developing Learner 8.6% Proficient Learner, 0.7% Distinguished Learner
March Milestones Score Prediction (if applicable)	Based on the mock EOC, 5 students are developing 88 students are beginners. So, I predict 10% pass rate.
April Milestones Score Prediction (if applicable)	38.8%
Standards Mastered as of today (list the standards)	a. Identify and describe climates and locations of major physical features of North America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Mississippi River System, the Appalachian and Rocky Mountains, and the Canadian Shield. b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas. c. Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers. d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo

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	<p>River Basin. g. Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert. h. Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns. a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music. b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques. c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.</p>
<p>Standards not mastered as of today (list the standards)</p>	<p>Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women). Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea. f. Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>We have completed 12 standards, we have 4 remaining.</p>

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Number of students on target for level 2 or higher (GA Milestones only)	5
Number of students on target for level 1 only (GA Milestones only)	88
Strategies for Remediation	<p>In class I will focus more on differentiating to make sure students are getting the information in different ways that fits their style of learning. Students will complete test corrections so students can see exactly what they missed and why they missed it. Students will have the opportunity to retest and complete assignments to measure growth. Students will complete student led lesson and create flashcards to help review key concepts and ideas. As an educator I will spend time in tutorial making sure I review over material from throughout the entire semester. We will break into small group and discuss and review material.</p>

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Other Courses

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English Department

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25 | Page



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Teacher	Ms. Milledge
Course	10 th Grade World Literature & Composition
17/18 Milestones Course (if applicable), scores, and levels	According to the data from their Freshman year the overall mastery percentage was 75%. (9 th Literature & Composition Results)
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	NONE (70% is Mastery Level)
Standards not mastered as of today (list the standards)	<p><u>Unit1: We Can Be Heroes</u></p> <ul style="list-style-type: none"> Key Ideas and Details <ul style="list-style-type: none"> (2)- ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (2)- ELAGSE9-10RL2: Determine a theme and/or central idea of 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 (3)- ELAGSE9-10RI2: 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. Craft and Structure

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	<p>(2)- ELAGSE9-10RL4: 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.)</p> <p>(2)- ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <ul style="list-style-type: none">● Text Types and Purposes <p>(2)- ELAGSE9-10W2(A-E): Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none">● Research to Build and Present Knowledge <p>(3)- ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p> <p><u>Unit 2: Survival, Endurance, and the Loss of Innocence</u></p> <ul style="list-style-type: none">● Key Ideas and Details<ul style="list-style-type: none">- ELAGSE9-10RI2- ELAGSE9-10RL3: 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● Craft and Structure<ul style="list-style-type: none">- ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
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	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas - ELAGSE9-10RL9: Analyze how an author draws on and transform 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). ● Text Types and Purposes (2)- ELAGSE9-10W1(A-E): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence ● Conventions of Standard English - ELAGSE9-10L1(A-B): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p><u>Unit 3: Humanity versus Inhumanity</u></p> <ul style="list-style-type: none"> ● Integration of Knowledge and Ideas - ELAGSE9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts. ● Craft and Structure - ELAGSE9-10RL6 - ELAGSE9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<p>Where are you in the pacing for the year? (Standards you have covered and standards you have left?)</p>	<p><u>Standards I have left to cover:</u></p> <ul style="list-style-type: none"> ● Key Ideas and Details - ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is

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	<p>shaped and refined by specific details; provide an objective summary of the text</p> <ul style="list-style-type: none">● Text Types and Purposes<ul style="list-style-type: none">- ELAGSE9-10W2(A-E): Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.● Research to Build and Present Knowledge<ul style="list-style-type: none">- ELAGSE9-10W8(2)- ELAGSE9-10W7: 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.- ELAGSE9-10W9(A-B): Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Unit 4: The Dangers of Leadership: Jealousy, Betrayal, and Manipulation</u></p> <ul style="list-style-type: none">● Key Ideas and Details<ul style="list-style-type: none">-ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.- ELAGSE9-10RL2● Craft and Structure<ul style="list-style-type: none">-ELAGSE9-10RL4:-ELAGSE9-10RI4: 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).- ELAGSE9-10RI6: 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● Integration of Knowledge and Ideas
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	<ul style="list-style-type: none"> - ELAGSE9-10RI8: 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 • Text Types and Purposes <ul style="list-style-type: none"> - ELAGSE9-10W1(A-E): - ELAGSE9-10W7 - ELAGSE9-10W8
S	
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	<ol style="list-style-type: none"> 1. Target students individually: use the data to determine which students need to improve on which skills or standards. 2. Use small groups or stations to let students work in teams based on similar needs. 3. Chunk skills into small tasks that can be done over time rather than giving one large review packet. 4. Use peer tutors (other students who have demonstrated mastery) to explain concepts in different words and have students practice on FEV Tutor over the standards covered. 5. Take advantage of flipped remediation with videos and resources that have already been created.

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	<ol style="list-style-type: none">6. Have students track results using the Atlas Protocol to see if their remediation led to Improved performance on the next benchmark. 7. Use self-grading activities through IXL, Coach Digital, USATestprep, Illuminate and other digital resources to give students immediate feedback. 8. Provide a little time each day to spiral review in addition to new content. 9. Have students reflect on their strengths and weaknesses, as well as the results of their class and home Activities.
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Teacher	C. Epps
Course	Multicultural Literature
17/18 Milestones Course (if applicable), scores, and levels	n/a
March Milestones Score Prediction (if applicable)	n/a
April Milestones Score Prediction (if applicable)	n/a
Standards Mastered as of today (list the standards)	<p>ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>ELAGSE11-12RL5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>ELAGSE11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
Standards not mastered as of today (list the standards)	<p>ELAGSE11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and</p>

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	possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	We are on pace with the expected standards especially Reading literature and Reading informational. We are still working on Writing standards and will continue to work on those, as well as reinforce the others until the end of the term.
Number of students on target for level 2 or higher (GA Milestones only)	n/a
Number of students on target for level 1 only (GA Milestones only)	n/a
Strategies for Remediation	Weekly tutorials, differentiated instructions, modified assignments

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Teacher	Mr. I. Coats
Course	GSE Algebra 2
17/18 Milestones Course (if applicable), scores, and levels	
March Milestones Score Prediction (if applicable)	
April Milestones Score Prediction (if applicable)	
Standards Mastered as of today (list the standards)	From Units 1-4, there are not any particular standards that have been demonstrated at or above 70% level of mastery by the majority of students.
Standards not mastered as of today (list the standards)	From Units 1-4, the following standards have NOT been mastered. In addition, standards from Units 5, 6 and 7 have not been covered. Unit 1 MGSE9-12.N.CN.1 MGSE9-12.N.CN.2 MGSE9-12.N.CN.3 MGSE9-12.N.CN.7 MGSE9-12.N.CN.8 MGSE9-12.A.REI.4 MGSE9-12.A.REI.4b MGSE9-12.N.RN.1 MGSE9-12.N.RN.2 Unit 2 MGSE9-12.A.APR.1 MGSE9-12.A.APR.5 MGSE9-12.A.APR.6 MGSE9-12.F.BF.1 MGSE9-12.F.BF.1b MGSE9-12.F.BF.1c MGSE9-12.F.BF.4 MGSE9-12.F.BF.4a MGSE9-12.F.BF.4b MGSE9-12.F.BF.4c
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	We have covered Units 1 - 3 and half of Unit 4- Rational Equations, Functions (out of 7). We are currently in the latter portion of Unit 4, covering Radical Equations. We also have addressed some of Unit 5 topics, such as Transformations. Unit 4 Standards Remaining to Cover: MGSE9-12.F.IF.7b (Step and Piecewise Functions)

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	<p>Unit 5 Standards Remaining: MGSE9-12.A.SSE.3 MGSE9-12.A.SSE.3c MGSE9-12.F.IF.7 MGSE9-12.F.IF.7e MGSE9-12.F.IF.8 MGSE9-12.F.IF.8b MGSE9-12.F.BF.5 MGSE9-12.F.LE.4</p> <p>Unit 6 Standards Remaining: MGSE9-12.A.SSE.4 MGSE9-12.A.CED.1 MGSE9-12.A.CED.2 MGSE9-12.A.CED.3 MGSE9-12.A.CED.4 MGSE9-12.A.REI.11 MGSE9-12.F.IF.6 MGSE9-12.F.IF.9, MGSE9-12.F.BF.3</p> <p>Unit 7 Standards Remaining: MGSE9-12.S.ID.2 MGSE9-12.S.ID.4 MGSE9-12.S.IC.1 MGSE9-12.S.IC.2 MGSE9-12.S.IC.3 MGSE9-12.S.IC.4 MGSE9-12.S.IC.5 MGSE9-12.S.IC.6</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	
<p>Number of students on target for level 1 only (GA Milestones only)</p>	
<p>Strategies for Remediation</p>	<p>Students have demonstrated understanding of concepts that has often failed to translate into successful performance on exam questions, especially for Constructed Responses. For this reason, Opening and Closing exercises will focus on test-style exercises, especially Constructed Response exercises.</p> <p>All students are receiving an individualized curriculum crafted based upon data from previous cumulative assessments. They are accessing FEV Tutor for personalized assistance out of school.</p> <p>Specific Khan Academy lessons are assigned that engage students at a level of detail that helps to address misunderstanding. This access is being provided for students in-class and at-home.</p> <p>Students are also advised to attend Extended Learning and Saturday School opportunities.</p>

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Teacher	Sonia R. Hill
Course	Algebra II
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	MGSE9-12.N.CN.1 MGSE9-12.N.CN.2 MGSE9-12.N.CN.3 MGSE9-12.N.CN.7 MGSE9-12.N.CN.8 MGSE9-12.A.REI.4 MGSE9-12.A.REI.4b MGSE9-12.N.RN.1 MGSE9-12.N.RN.2 MGSE9-12.A.APR.1 MGSE9-12.A.APR.5 MGSE9-12.A.APR.6 MGSE9-12.F.BF.1 MGSE9-12.F.BF.1b MGSE9-12.F.BF.1c MGSE9-12.F.BF.4 MGSE9-12.F.BF.4a MGSE9-12.F.BF.4b MGSE9-12.F.BF.4c MGSE9-12.N.CN.9 MGSE9-12.A.SSE.1 MGSE9-12.A.SSE.1a MGSE9-12.A.SSE.1b MGSE9-12.A.SSE.2 MGSE9-12.A.APR.2 MGSE9-12.A.APR.3 MGSE9-12.A.APR.4 MGSE9-12.F.IF.4 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7c MGSE9- 12.A.APR.7 MGSE9-12.A.CED.1 MGSE9-12.A.CED.2 MGSE9- 12.A.REI.2 MGSE9-12.F.IF.4 MGSE9-12.F.IF.5 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7b MGSE9-12.F.IF.7d
Standards not mastered as of today (list the standards)	MGSE9-12.A.SSE.3 MGSE9-12.A.SSE.3c MGSE9-12.F.IF.7 MGSE9-12.F.IF.7e MGSE9-12.F.IF.8 MGSE9-12.F.IF.8b MGSE9- 12.F.BF.5 MGSE9-12.F.LE.4 MGSE9-12.A.SSE.4 MGSE9- 12.A.CED.1 MGSE9-12.A.CED.2 MGSE9-12.A.CED.3 MGSE9- 12.A.CED.4 MGSE9-12.A.REI.11 MGSE9-12.F.IF.6 MGSE9- 12.F.IF.9 MGSE9-12.F.BF.3 MGSE9-12.S.ID.2 MGSE9-12.S.ID.4 MGSE9-12.S.IC.1 MGSE9-12.S.IC.2 MGSE9-12.S.IC.3 MGSE9- 12.S.IC.4 MGSE9-12.S.IC.5 MGSE9-12.S.IC.6

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<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>Two weeks behind pacing guide. MGSE9-12.F.IF.5 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7b MGSE9-12.F.IF.7d MGSE9-12.A.SSE.3 MGSE9-12.A.SSE.3c MGSE9-12.F.IF.7 MGSE9-12.F.IF.7e MGSE9-12.F.IF.8 MGSE9-12.F.IF.8b MGSE9-12.F.BF.5 MGSE9-12.F.LE.4 MGSE9-12.A.SSE.4 MGSE9-12.A.CED.1 MGSE9-12.A.CED.2 MGSE9-12.A.CED.3 MGSE9-12.A.CED.4 MGSE9-12.A.REI.11 MGSE9-12.F.IF.6 MGSE9-12.F.IF.9 MGSE9-12.F.BF.3 MGSE9-12.S.ID.2 MGSE9-12.S.ID.4 MGSE9-12.S.IC.1 MGSE9-12.S.IC.2 MGSE9-12.S.IC.3 MGSE9-12.S.IC.4 MGSE9-12.S.IC.5 MGSE9-12.S.IC.</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	<p>N/A</p>
<p>Number of students on target for level 1 only (GA Milestones only)</p>	<p>N/A</p>
<p>Strategies for Remediation</p>	<p>After school tutoring, Extended Learning and FVE Tutors as well as IXL</p>

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Teacher	Benson
Course	Pre-Calculus
17/18 Milestones Course (if applicable), scores, and levels	
March Milestones Score Prediction (if applicable)	
April Milestones Score Prediction (if applicable)	
Standards Mastered as of today (list the standards)	<p>MGSE9-12.F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p> <p>MGSE9-12.F.TF.8 Prove the Pythagorean identity $(\sin A)^2 + (\cos A)^2 = 1$ and use it to find $\sin A$, $\cos A$, or $\tan A$, given $\sin A$, $\cos A$, or $\tan A$, and the quadrant of the angle.</p> <p>MGSE9-12.F.TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.</p> <p>MGSE9-12.N.VM.7 Multiply matrices by scalars to produce new matrices.</p> <p>MGSE9-12.N.VM.8 Add, subtract, and multiply matrices of appropriate dimensions.</p> <p>MGSE9-12.N.VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p> <p>MGSE9-12.A.REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p>
Standards not mastered as of today (list the standards)	<p>MGSE9-12.F.IF.7e Graph trigonometric functions showing period, midline, and amplitude.</p> <p>MGSE9-12.F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p>

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	<p>MGSE9-12.F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p> <p>MGSE9-12.F.TF.9 Prove addition, subtraction, double, and half-angle formulas for sine, cosine, and tangent and use them to solve problems.</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>Remaining standards</p> <p>MGSE9-12.G.GPE.2 Derive the equation of a parabola given a focus and directrix.</p> <p>MGSE9-12.N.CN.3 Find the conjugate of a complex number; use the conjugate to find the absolute value (modulus) and quotient of complex numbers.</p> <p>MGSE9-12.N.CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. MGSE9-12.N.CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.</p> <p>MGSE9-12.N.CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	
<p>Number of students on target for level 1 only (GA Milestones only)</p>	
<p>Strategies for Remediation</p>	<p>After school tutorial, test corrections</p>

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Hapeville Charter Career Academy Mastery Moment



Science Department

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Teacher	Cornelius
Course	Chemistry and Honors Chemistry
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	None
Standards not mastered as of today (list the standards)	SC1 A-G, SC2 E, SC3A-C
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	SC1 A-G, SC2 E, SC3A-C (STANDARDS COVERED) SC2 A-D AND F, SC4 A-D, SC2 G, SC5 A-G (NOT COVERED)
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	Review Project "WE TEACH" for Final Exam based off these standards where groups will be

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	<p>made based off students' strengths and create a lesson or some type of review for these unmastered standards.</p> <p>Make-Up Mastering Assignments</p>
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Teacher	S. White-Powell
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Course	Environmental Science
17/18 Milestones Course (if applicable), scores, and levels	
March Milestones Score Prediction (if applicable)	
April Milestones Score Prediction (if applicable)	
Standards Mastered as of today (list the standards)	<p>SEV1. a. Develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere. d. Evaluate claims, evidence, and reasoning of the relationship between the physical factors (e.g., insolation, proximity to coastline, topography) and organismal adaptations within terrestrial biomes. e. Plan and carry out an investigation of how chemical and physical properties impact aquatic biomes in Georgia.</p> <p>SEV2. a. Analyze and interpret data related to short-term and long-term natural cyclic fluctuations associated with climate change. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.</p>
Standards not mastered as of today (list the standards)	<p>SEV5. a. Construct explanations about the relationship between the quality of life and human impact on the environment in terms of population growth, education, and gross national product. b. Analyze and interpret data of global patterns of population growth (fertility and mortality rates) and demographic transitions in developing and developed countries. c Obtain, evaluate, and communicate information about the effects of human population growth on global ecosystems. d. Design and defend a sustainability plan to reduce individual contributions to environmental impacts, taking into account how market forces and societal demands (including political, legal, social, and economic) influence personal choices.</p>

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<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>Standards already covered include:</p> <p>SEV1. a. Develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere. b. Develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels). c. Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem. d. Evaluate claims, evidence, and reasoning of the relationship between the physical factors (e.g., insolation, proximity to coastline, topography) and organismal adaptations within terrestrial biomes. e. Plan and carry out an investigation of how chemical and physical properties impact aquatic biomes in Georgia.</p> <p>SEV2. a. Analyze and interpret data related to short-term and long-term natural cyclic fluctuations associated with climate change. b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect. c. Construct an argument to predict changes in biomass, biodiversity, and complexity within ecosystems, in terms of ecological succession. d. Construct an argument to support a claim about the value of biodiversity in ecosystem resilience including keystone, invasive, native, endemic, indicator, and endangered species.</p> <p>SEV5. a. Construct explanations about the relationship between the quality of life and human impact on the environment in terms of population growth, education, and gross national product. b. Analyze and interpret data of global patterns of population growth (fertility and mortality rates) and demographic transitions in developing and developed countries. c. Obtain, evaluate, and communicate information about the effects of human population growth on global ecosystems. d. Design and defend a sustainability plan to reduce individual contributions to</p>
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	<p>environmental impacts, taking into account how market forces and societal demands (including political, legal, social, and economic) influence personal choices.</p> <p>Standards not yet completed or covered:</p> <p>SEV3. Obtain, evaluate, and communicate information to analyze human impact on natural resources. a. Analyze and interpret data to communicate information on the origin and consumption of renewable forms of energy (wind, solar, geothermal, biofuel, and tidal) and non-renewable energy sources (fossil fuels and nuclear energy). b. Construct an argument based on data about the risks and benefits of renewable and nonrenewable energy sources. c. Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources. design and defend a sustainable energy plan based on scientific principles for a specific location.</p> <p>SEV4. Obtain, evaluate, and communicate information to analyze human impact on natural resources. a. Construct and revise a claim based on evidence on the effects of human activities on natural. b. Design, evaluate, and refine solutions to reduce human impact on the environment including, but not limited to, smog, ozone depletion, urbanization, and ocean acidification, smog, ozone depletion, urbanization, and ocean acidification. c. Construct an argument to evaluate how human population growth affects food demand and food supply (GMOs, monocultures, desertification, Green Revolution).</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	
<p>Number of students on target for level 1 only (GA Milestones only)</p>	
<p>Strategies for Remediation</p>	<p>Some strategies for remediation will be utilizing USA TestPrep computer standard based</p>

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	assignments/activities and structured in-class tutoring sessions with FEV Tutor.
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Teacher	S. White-Powell B. Tobler
Course	Human Anatomy & Physiology
17/18 Milestones Course (if applicable), scores, and levels	
March Milestones Score Prediction (if applicable)	
April Milestones Score Prediction (if applicable)	
Standards Mastered as of today (list the standards)	<p>SAP1. Students will analyze anatomical structures in relationship to their physiological functions. a. Apply correct terminology when explaining the orientation of body parts and regions. b. Investigate the interdependence of the various body systems to each other and to the body as a whole. c. Explain the role of homeostasis and its mechanisms as these relate to the body as a whole and predict the consequences of the failure to maintain homeostasis. e. Describe how structure and function are related in terms of cell and tissue types.</p> <p>SAP2. Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body. b. Explain how the skeletal structures provide support and protection for tissues, and function together with the muscular system to make movements possible.</p> <p>SAP3. Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities. a. Interpret interactions among hormones, senses, and nerves which make possible the coordination of functions of the body.</p>
Standards not mastered as of today (list the standards)	SAP1. Students will analyze anatomical structures in relationship to their physiological functions. d. Relate

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	<p>cellular metabolism and transport to homeostasis and cellular reproduction.</p> <p>SAP2. Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body. a. Relate the structure of the integumentary system to its functional role in protecting the body and maintaining homeostasis.</p> <p>SAP3. Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities. b. Investigate the physiology of electrochemical impulses and neural integration and trace the pathway of an impulse, relating biochemical changes involved in the conduction of the impulse. c. Describe how the body perceives internal and external stimuli and responds to maintain a stable internal environment, as it relates to biofeedback.</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p><i>Standards covered include:</i></p> <p>SAP1. Students will analyze anatomical structures in relationship to their physiological functions. a. Apply correct terminology when explaining the orientation of body parts and regions. b. Investigate the interdependence of the various body systems to each other and to the body as a whole. c. Explain the role of homeostasis and its mechanisms as these relate to the body as a whole and predict the consequences of the failure to maintain homeostasis. d. Relate cellular metabolism and transport to homeostasis and cellular reproduction. e. Describe how structure and function are related in terms of cell and tissue types.</p> <p>SAP2. Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body. a. Relate the structure of the integumentary system to its functional role in protecting the body and maintaining homeostasis. b. Explain how the skeletal structures provide support and protection for</p>

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	<p>tissues, and function together with the muscular system to make movements possible.</p> <p>SAP3. Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities. a. Interpret interactions among hormones, senses, and nerves which make possible the coordination of functions of the body. b. Investigate the physiology of electrochemical impulses and neural integration and trace the pathway of an impulse, relating biochemical changes involved in the conduction of the impulse. c. Describe how the body perceives internal and external stimuli and responds to maintain a stable internal environment, as it relates to biofeedback.</p> <p><i>Standards not yet covered include:</i></p> <p>SAP4. Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems. b. Analyze, and explain the relationships between the respiratory and cardiovascular systems as they obtain oxygen needed for the oxidation of nutrients and removal of carbon dioxide. d. Examine various conditions that change normal body functions (e.g. tissue rejection, allergies, injury, diseases and disorders) and how the body responds. e. Describe the effects of aging on body systems.</p> <p>SAP5. Students will analyze the role of the reproductive system as it pertains to the growth and development of humans. a. Explain how the functions of the reproductive organs are regulated by hormonal interactions. b. Describe the stages of human embryology and gestation including investigation of gestational and congenital disorders, miscarriage, cleft palate, hydrocephaly, fetal alcohol syndrome). c. Describe the stages of development from birth to adulthood (i.e. neonatal period, infancy, childhood, adolescence and puberty, & maturity).</p>
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Number of students on target for level 2 or higher (GA Milestones only)	
Number of students on target for level 1 only (GA Milestones only)	
Strategies for Remediation	Some strategies for remediation will be utilizing USA TestPrep computer standard based assignments/activities and structured in-class tutoring sessions with FEV Tutor.

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Teacher	Sands
Course	Chemistry Small Group
17/18 Milestones Course (if applicable), scores, and levels	Not a Milestones course
March Milestones Score Prediction (if applicable)	Not a Milestones course
April Milestones Score Prediction (if applicable)	Not a Milestones course
Standards Mastered as of today (list the standards)	None Based on 60% quiz average
Standards not mastered as of today (list the standards)	SC3 A-C
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	SC3 A-C (Covered since small grouping began in January) SC2 A-D AND F, SC4 A-D, SC2 G, SC5 A-G (NOT COVERED)
Number of students on target for level 2 or higher (GA Milestones only)	Not a Milestones course
Number of students on target for level 1 only (GA Milestones only)	Not a Milestones course
Strategies for Remediation	Reteach the skill and break the instruction into smaller steps to pinpoint exactly where the students are struggling.

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	<p>Demonstrate how to correctly perform the skill</p> <p>Provide opportunities for repetition and additional practice</p> <p>Utilize technology, USA Test Prep, FEV tutor, and instructional videos to aid understanding</p> <p>Provide additional methods of assessing understanding and provide immediate feedback about student performance</p>
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Hapeville Charter Career Academy Mastery Moment



Social Studies Department

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Teacher	Mr. Acree
Course	American Government
17/18 Milestones Course (if applicable), scores, and levels	
March Milestones Score Prediction (if applicable)	
April Milestones Score Prediction (if applicable)	
Standards Mastered as of today (list the standards)	<p>a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government. b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic. c. Determine how the role of the executive differs in presidential and parliamentary systems of governments. d. Differentiate between a direct democracy, representative democracy, and/or a republic.</p> <p>a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause. b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation. c. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty. d. Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists</p>
Standards not mastered as of today (list the standards)	SSCG4 Demonstrate knowledge of the organization and powers of the national government. a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution. b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

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Where are you in the pacing for the year? (standards you have covered and standards you have left?)	We have completed 4 standards, we have 13 standards to go.
Number of students on target for level 2 or higher (GA Milestones only)	
Number of students on target for level 1 only (GA Milestones only)	
Strategies for Remediation	In class I will focus more on differentiating to make sure students are getting the information in different ways that fits their style of learning. Students will complete test corrections so students can see exactly what they missed and why they missed it. Students will have the opportunity to retest and complete assignments to measure growth. Students will complete student led lesson and create flashcards to help review key concepts and ideas. As an educator I will spend time in tutorial making sure I review over material from throughout the entire semester. We will break into small group and discuss and review material.

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Teacher	Mr. Acree
Course	World Geography
17/18 Milestones Course (if applicable), scores, and levels	
March Milestones Score Prediction (if applicable)	
April Milestones Score Prediction (if applicable)	
Standards Mastered as of today (list the standards)	<p>a. Identify and describe climates and locations of major physical features of North America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Mississippi River System, the Appalachian and Rocky Mountains, and the Canadian Shield. b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas. c. Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers. d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin. g. Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert. h.</p>

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	<p>Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns. a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music. b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques. c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.</p>
<p>Standards not mastered as of today (list the standards)</p>	<p>. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women). Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea. f. Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>We have completed 2 standards, we have 4 remaining.</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	
<p>Number of students on target for level 1 only (GA Milestones only)</p>	

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Strategies for Remediation	In class I will focus more on differentiating to make sure students are getting the information in different ways that fits their style of learning. Students will complete test corrections so students can see exactly what they missed and why they missed it. Students will have the opportunity to retest and complete assignments to measure growth. Students will complete student led lesson and create flashcards to help review key concepts and ideas. As an educator I will spend time in tutorial making sure I review over material from throughout the entire semester. We will break into small group and discuss and review material.
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Teacher	Mr. Omowale
Course	World History & AP
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	SSWH1, SSWH2, – SSWH8, SSWH 10
Standards not mastered as of today (list the standards)	SSWH3e, SSWH7, SSWH5e,
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	I am a month behind based on my previous year pacing. SSWH1 – SSWH8, SSWH 10 – have taught SSW9, SSWH 11 – SSWH21: remaining to teach
Number of students on target for level 2 or higher (GA Milestones only)	
Number of students on target for level 1 only (GA Milestones only)	
Strategies for Remediation	I will continue allow students the opportunity for mastery.

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	<p>(1) Students have 3 opportunities to master each assignment.</p> <p>(2) I have taught in sessions: identify the students who did not perform well <input type="checkbox"/> we have a one on one class about the content for improvement and understanding.</p> <p>(3) I have Test/Assessment/Assignment Repair forms for all assignments.</p> <p>(4) Whole group conversation and analysis of assessment before retakes.</p>
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Teacher	Ms. Evans
Course	Sociology
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	SSSocFR1, SSSocFR2, SSSocFR3, SSSocC1, SSSocC2
Standards not mastered as of today (list the standards)	SSSocSC2, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	I've covered majority of the standards, not as far along in the pacing guide that I've anticipated; considering I stayed on the first 2 standards SSSocFR1 and SSocFR2 longer than expected. Today were on Standards SSSocC3 and SSSocSC1. With only 5 standards left to cover i do expect us to master the remaining standards by the end of semester.
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A

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Strategies for Remediation	

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Teacher	Lee, Saeed			
Course	US History World History World Geography			
17/18 Milestones Course (if applicable), scores, and levels	US History			
	Beginning	Developing	Proficient	Distinguished
	65.0	25.7	8.6	0.7
March Milestones Score Prediction (if applicable)	N/A			
April Milestones Score Prediction (if applicable)	N/A			
Standards Mastered as of today (list the standards)	None			
Standards not mastered as of today (list the standards)	US History – SSUSH11, 12, 13, 8, 17, 14, 15, 16, 17, 18, 19, 20, 21, 22 World History – SSW16, 17, 18, 19, 20, 21, 22 World Geography – SSWG2, 6, 5, 7, 9			
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	US History – SSUSH11, SSUSH12 World History – SSWH13, 14, 15 World Geography – SSWG3			
Number of students on target for level 2 or higher (GA Milestones only)	None			

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Number of students on target for level 1 only (GA Milestones only)	15
Strategies for Remediation	Students have the opportunity to complete assignments and tests for an unlimited time. We move at a slower pace to allow students to understand the process of learning rather than memorization.

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66 | Page



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Teacher	Louis Lassiter
Course	Spanish 1
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	<p>I. Communication Interpersonal Mode of Communication (IP) MLI.IP1 The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students: A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms. B. Express likes, dislikes, emotions, agreement and disagreement. C. Make simple requests. D. Ask for clarification. E. Give simple descriptions. F. Comprehend basic directions. G. Ask questions and provide responses based on topics such as self, family, school, etc. H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. MLI.IP2 The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students: A. Initiate, participate in, and close a brief oral or written exchange. B. Use formal and informal forms of address. C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>

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	<p>MLI.CCC2 The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students: A. Compare patterns of behavior and interaction in the students' own culture with those of the target language. B. Demonstrate an awareness of elements of the students' own culture. MLI.CCC3 The students compare basic elements of the target language to the English language. The students: A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms. B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.</p> <p>MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students: A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken. B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills). C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects. D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.</p>
<p>Standards not mastered as of today (list the standards)</p>	<p>MLI.INT2 The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students: A. Differentiate among statements, questions and exclamations. B.</p>

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	<p>Recognize basic gestures, body language, and intonation that clarify a message.</p> <p>MLI.P1 The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students: A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media. B. Give basic information about self and others including school, family, activities, etc. C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. MLI.P2 The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students: A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material. B. Demonstrate comprehension of rehearsed material.</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>I have about 2 sets of standards left and I am on pace to have students complete with the curriculum.</p>
<p>Number of students on target for level 2 or higher (GA Milestones only)</p>	<p>N/A</p>
<p>Number of students on target for level 1 only (GA Milestones only)</p>	<p>N/A</p>
<p>Strategies for Remediation</p>	<p>Student 1 on 1 Tutoring Continuous repetition of the information Speaking in Spanish during class to get students comfortable with the target language.</p>

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Teacher	Ms. Moreno
Course	Spanish 2
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	<p>MLII.CCC2 C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.</p> <p>MLII.CU1: A. Participate in real or simulated cultural events, such as family activities and holiday celebrations. B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.</p> <p>MLII.CCC2: A. Compare and contrast traditions, such as holidays, foods, and celebrations.</p> <p>MLII.P1: A Relate main ideas and essential details from level-appropriate print or non- print material. B. Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>MLII.CU1: C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.</p> <p>MLII.CCC5: A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.</p> <p>MLII.IP1, D. Give descriptions.</p> <p>MLII.IP2, A. Initiate, participate in, and close an oral or written exchange.</p>

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	<p>MLII.P2, B. Demonstrate comprehension of material. MLII.INT1. The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:</p> <p>A. Identify main ideas and essential details when reading and listening. C. Comprehend and follow oral and written instructions.</p> <p>MLII.CCC3 The students develop a better understanding of the English language through the study of the target language. The students: A. Compare vocabulary usage and structural patterns of the target language with English. B. Use level-appropriate idiomatic expressions in the target language.</p>
<p>Standards not mastered as of today (list the standards)</p>	<p>MLII.IP1A Express needs and preferences. MLII.IP1B Express feelings and emotions. MLII.IP1C Request help and clarification. MLII.IP1E Give and follow directions and instructions. MLII.IP1F Ask questions and provide responses based on topics such as self, others, and the immediate environment. MLII.IP1G Ask questions and provide responses about plans and events. MLII.IP2C Use gestures and body language to convey and comprehend messages. MLII.IP2D Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. MLII.INT1B Interpret culturally authentic materials and information. MLII.INT1D Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing, and reading comprehension. MLII.INT2A Differentiate among increasingly complex statements, questions, and exclamations. MLII.INT2B Interpret basic gestures, body language, and intonation that clarify a message. MLII.P1B Give brief, organized oral presentations, using visual and technological support as appropriate. MLII.P1C Write short, organized compositions, using visual and technological support as appropriate.</p>

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	<p>MLII.P1D Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p> <p>MLII.P2A Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.</p> <p>MLII.P2B Demonstrate comprehension of material.</p> <p>MLII.CCC1A Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.</p> <p>MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as use of the metric system.</p> <p>MLII.CCC2B Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.</p> <p>MLII.CCC4A Give information regarding major current events of the target culture(s).</p> <p>MLII.CCC4B Understand the impact of major current events of the target culture(s).</p> <p>MLII.CCC5B Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.</p> <p>MLII.CCC5C Locate and use resources in the target language, such as individuals and organizations accessible through the community.</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>Standards covered today:</p> <p>MLII.CCC3 The students develop a better understanding of the English language through the study of the target language. The students: A. Compare vocabulary usage and structural patterns of the target language with English. B. Use level-appropriate idiomatic expressions in the target language.</p> <p>Standards not covered yet:</p> <p>MLII.IP1A Express needs and preferences.</p> <p>MLII.IP1B Express feelings and emotions.</p> <p>MLII.IP1C Request help and clarification.</p>

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	<p>MLII.IP1E Give and follow directions and instructions.</p> <p>MLII.IP1F Ask questions and provide responses based on topics such as self, others, and the immediate environment.</p> <p>MLII.IP1G Ask questions and provide responses about plans and events.</p> <p>MLII.IP2C Use gestures and body language to convey and comprehend messages.</p> <p>MLII.IP2D Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p> <p>MLII.INT1B Interpret culturally authentic materials and information.</p> <p>MLII.INT1D Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing, and reading comprehension.</p> <p>MLII.INT2A Differentiate among increasingly complex statements, questions, and exclamations.</p> <p>MLII.INT2B Interpret basic gestures, body language, and intonation that clarify a message.</p> <p>MLII.P1B Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>MLII.P1C Write short, organized compositions, using visual and technological support as appropriate.</p> <p>MLII.P1D Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p> <p>MLII.P2A Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.</p> <p>MLII.P2B Demonstrate comprehension of material.</p> <p>MLII.CCC1A Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.</p> <p>MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as use of the metric system.</p> <p>MLII.CCC2B Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.</p>
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	<p>MLII.CCC4A Give information regarding major current events of the target culture(s).</p> <p>MLII.CCC4B Understand the impact of major current events of the target culture(s).</p> <p>MLII.CCC5B Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.</p> <p>MLII.CCC5C Locate and use resources in the target language, such as individuals and organizations accessible through the community.</p>
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	Recovery days, Tutorials every Monday, Remediation plan for spring and thanksgiving breaks; extra time to take assignments, extra work with vocabulary, projects, speak with parents, failure letters.

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Teacher	Andrea Cabrera
Course	Spanish 03
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	<p>MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:</p> <ul style="list-style-type: none"> A. Express needs and desires. [L] [SEP] B. Share feelings and emotions. [L] [SEP] C. Exchange opinions and preferences. [L] [SEP] D. Give detailed descriptions. [L] [SEP] E. Give and follow detailed directions and instructions. F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources. <p>MLIII.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:</p> <ul style="list-style-type: none"> A. Participate in extended oral and written activities reflecting the present. [L] [SEP] B. Begin to participate in oral and written activities reflecting the future and past. [L] [SEP] C. D. Use paraphrasing, some circumlocution, and body language to convey and [L] [SEP]comprehend messages. [L] [SEP]

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|--|--|
| | <p>E. Begin to self-correct. [SEP]</p> <p>F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and [SEP]written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p> |
|--|--|

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	<p>MLIII.INT1 The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:</p> <p>A. Identify main ideas and supporting details from a variety of sources. [SEP]</p> <p>B. Understand culturally authentic materials and information. [SEP]</p> <p>C. Demonstrate comprehension of current events and issues presented through print and electronic media. [SEP]</p> <p>D. Follow instructions given in the target language. [SEP]</p> <p>E. Understand simple connected discourse. [SEP]</p> <p>F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</p> <p>MLIII.P1 The students present information orally and in writing using familiar and newly- acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:</p> <p>[SEP]B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. [SEP]</p> <p>E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written [SEP]presentations with respect to proper pronunciation, intonation, and writing mechanics.</p> <p>[SEP] MLIII.P2 The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:</p> <p>A. Prepare and present culturally authentic poetry, skits or stories. [SEP]</p> <p>B. Prepare and present original essays, poetry, skits, or stories in the target [SEP]language. [SEP]</p>
	<p>MLIII.CCC2 The students investigate similarities and differences that exist within and among the cultures studied. The students:</p> <p>A. Discuss the influence of events and issues on the relationships between countries where the target language is</p>

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	<p>spoken and the students' own culture. [L] [SEP]</p> <p>B. Compare and contrast social conventions of the target cultures with the students' own culture. [L] [SEP]</p> <p>C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture. [L] [SEP]</p> <p>MLIII.CCC3 The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:</p> <p>A. Demonstrate understanding that language and meaning do not transfer directly from one language to another. [L] [SEP]</p> <p>B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.</p> <p>MLIII.CCC4 The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:</p> <p>A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology. [L] [SEP]</p> <p>B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge. [L] [SEP]</p>
<p>Standards not mastered as of today (list the standards)</p>	<p>MLIII.IP2 C. Exchange information through conversations, notes, letters, or</p>

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	<p>e-mail on ^[L]_[SEP]familiar topics.</p> <p>MLIII.P1</p> <p>A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.</p> <p>C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate. ^[L]_[SEP]</p> <p>D. Begin to prepare presentations in the past and future. ^[L]_[SEP]</p>
<p>Where are you in the pacing for the year? (standards you have covered and standards you have left?)</p>	<p>Standards not covered yet</p> <p>MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:</p> <p>A. Participate in real or simulated cultural events. ^[L]_[SEP]</p> <p>B. Discuss patterns of behavior typically associated with culture(s). ^[L]_[SEP]</p> <p>C. Investigate the role of geography in the history and development of the ^[L]_[SEP]culture(s) studied. ^[L]_[SEP]</p> <p>MLIII.CCC1 The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:</p> <p>A. Understand the role of major contemporary and historical figures and events from the culture(s) studied. ^[L]_[SEP]</p> <p>B. Relate topics studied in other subject areas to those studied in the target language class. ^[L]_[SEP]</p> <p>C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. ^[L]_[SEP]</p> <p>MLIII.P2 The students present student-created as well as</p>

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	<p>culturally authentic stories, poems, and/or skits in the target language. The students:</p> <p>A. Prepare and present culturally authentic poetry, skits or stories. [L] [SEP]</p> <p>B. Prepare and present original essays, poetry, skits, or stories in the target [L] [SEP] language. [L] [SEP]</p>
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	<p>Expose students to more Spanish input, use other resources like doulingo.</p> <p>Give them homework based on vocabulary.</p> <p>Send questions via edmodo, which students need to answer them in Spanish.</p> <p>Write more essays and compositions in Spanish.</p> <p>Do more drilling time in Spanish, more repetition and modeling.</p> <p>Vary in Test formats.</p>

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Business Department

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Teacher	Ousley
Course	Introduction to Business and Technology
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	N/A
Standards not mastered as of today (list the standards)	4, 10 (residual), 11
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	Standard 4 - Planned for week of April 8th Standard 11 - Planned for April 15th and 16th Standard 10 - Planned for April 17th and 18th
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	

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Teacher	Mr. Gresham
Course	Entrepreneurial Ventures
17/18 Milestones Course (if applicable)	N/A
March Milestones Prediction (if applicable)	N/A
April Milestones Prediction (if applicable)	N/A
Standards Mastered as of today	BMT-ENT 1.1-Demonstrate employability skills required by business and industry. BMT-ENT-2 Relate concepts and processes associated with entrepreneurial success and personal traits and behaviors associated with successful entrepreneurial performance. BMT-ENT-3 Use and model concepts, strategies, and systems needed to interact and present effectively to others. BMT-ENT-4 Apply fundamental business concepts that affect business decision making. BMT-ENT-5 Explain and detail legal form of business ownership and the impact of government's role on business. BMT-ENT-6 Understand and apply the basic economic principles and concepts fundamental to entrepreneurship. BMT-ENT-7 Develop a marketing plan to identify, reach, and retain customers in a specific target market. BMT-ENT-10 Research, develop, and present a business plan
Standards not mastered as of today	BMT-ENT-8 Analyze financial issues relating to successful business ownership. BMT-ENT-9

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	Manage and operate a business (or simulate the management and operation) through daily tasks and activities of a small business (<i>These are the last two standards we will cover this semester</i>)
Where are you in the pacing for the year?	We are on pace to cover the standards by the end of the semester only BMT-ENT 8 & 9 remain for us to cover.
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	<p>Provide a little time each day to spiral review in addition to new content. Use small groups or stations to let students work in teams based on similar needs.</p> <p>Chunk skills into small tasks that can be done over time rather than giving one large review packet.</p> <p>Use peer tutors to explain concepts in different words.</p> <p>Target students individually - use the data to determine which students need to improve on which skills or standards.</p>

Home of the Hornets

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Hapeville Charter Career Academy

*A Fulton county public charter high school
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Candace S. Bethea, Principal
cbethea@hapevillecharter.org

Teacher	Kiara Johnson
Course	Financial Literacy
17/18 Milestones Course (if applicable), scores, and levels	n/a
March Milestones Score Prediction (if applicable)	n/a
April Milestones Score Prediction (if applicable)	n/a
Standards Mastered as of today (list the standards)	<p>FIN-FL-2 Identify various forms of income, and analyze and evaluate factors that affect income as a part of the career decision-making process.</p> <p>FIN-FL-3 Analyze taxes in the United States and evaluate the effect on personal income.</p>
Standards not mastered as of today (list the standards)	<p>FIN-FL-4 Develop and evaluate a spending and savings plan while applying rational decision making to personal spending and saving choices.</p>
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	I am on pace with the standards
Number of students on target for level 2 or higher (GA Milestones only)	n/a

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Number of students on target for level 1 only (GA Milestones only)	n/a
Strategies for Remediation	Allow for re-mastery standard

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Hapeville Charter Career Academy Mastery Moment



P/E, Weight Training, and Art

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87 | Page



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Candace S. Bethea, Principal
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Teacher	Coach Walker
Course	Advanced Weight Training & Physical Conditioning
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	<p>PEAWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p>PEAWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>PEAWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PEAWT.4The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PEAWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
Standards not mastered as of today (list the standards)	N/A

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Where are you in the pacing for the year? (standards you have covered and standards you have left?)	All standards have been covered in weight training.
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	N/A

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Teacher	Greg Jenkins
Course	Personal Fitness (36.0510001-1)
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	<p>PEOE.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Personal and Social Behavior, Rules, Safety, and Etiquette</p> <p>PEOE.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>safe practices in the physical education setting. dehydration, overexertion, and hypo/hyperthermia during physical activity.</p> <p>PEOE.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>

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Standards not mastered as of today (list the standards)	<p>PEBS.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.</p> <p>Movement Concepts and Principles</p> <p>PEBS.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>
Where are you in the pacing for the year? (standards you have covered and standards you have left?)	I am Pacing well this year PEBS.3-5 Have been covered, and 1-2 will be covered this year.
Number of students on target for level 2 or higher (GA Milestones only)	N/A
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	N/A

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Mastery Moment - March 13, 2019

Teacher	Asbury Foster
Course	Intro to Art/Photography
17/18 Milestones Course (if applicable), scores, and levels	N/A
March Milestones Score Prediction (if applicable)	N/A
April Milestones Score Prediction (if applicable)	N/A
Standards Mastered as of today (list the standards)	VAHSVA.CR.1 Visualize and generate ideas for creating works of art. a. Generate and conceptualize artistic ideas and work. b. Consider multiple options, weighing consequences, and assessing results. c. Practice the artistic process by researching, brainstorming, and planning to create works of art. VAHSVA.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art. VAHSVA.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence. a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art. b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment. c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner. VAHSVA.CR.4 Incorporate formal and informal components to create works of art. a. Use principles of design to organize elements of art to create unified compositions. b. Create two-dimensional works of art that incorporate observational contour drawing, value to model form, and an understanding of perspective drawing
Standards not mastered as of today (list the standards)	VAHSVA.CR.1, VAHSVA.CR.2, VAHSVA.CR.3, VAHSVA.CR.4

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Where are you in the pacing for the year? (standards you have covered and standards you have left?)	On pace, although I could always use more time.
Number of students on target for level 2 or higher (GA Milestones only)	Majority of students are on or above level
Number of students on target for level 1 only (GA Milestones only)	N/A
Strategies for Remediation	N/A

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