

2.2.2 Program of Instruction

2.2.2: Curriculum

Describe the school's curriculum for each subject area and instructional level, along with rationale for the curriculum development or selection decisions.

Applicants *must* address the following:

- Describe the curricula for your proposed school in the core subjects of reading/ELA, math, science, and social studies. Explain the rationale for your curricular choices, such as textbook selection and supporting materials by subject. Provide evidence that any selected curricula are research-based, standards-aligned, have been effective with students similar to those the school expects to serve, and will keep students on track for college and career readiness.
- Identify the full sequence of subjects/courses that students will be required to complete and the exit standards necessary to graduate from your school. Include any optional subjects/courses.
- Provide a detailed timeline for the selection and development of additional curricula (in any areas where it is not already fully developed). If the school will develop the curriculum, detail the responsible staff, the development process, key milestones, and the status of the development process.
- Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning. Identify who will be responsible for creating or selecting these resources.

Appendix 2.2.2

In Appendix 2.2.2, applicants must provide the following:

- *An overview of the curriculum for each subject/course and level, including:*
 - *A general description of the content and skills to be addressed;*
 - *Whether the curriculum will be developed in-house or selected;*
 - *The names of any selected curricular programs/textbooks; and*
 - *The curriculum's alignment with the Illinois Learning Standards and any additional standards used by the school, and an explanation how any gaps in alignment will be addressed.*
- *At a minimum, samples of the following curriculum resources developed for your school for one subject in one grade from each grade span that the school will serve (elementary, middle, high school):*
 - *A Curriculum map;*
 - *A Unit plan; and*
 - *A Lesson plan.*

For additional guidance, please consult the Resource Guide.

Curriculum and Instruction

Illinois Prep will utilize a combination of the commercial vendor curriculum from Fuel Education coupled with in-house developed open-source content for enrichment. The rationale behind selection of Fuel Education as the commercial content vendor is from:

- Research of that curriculum and it's alignment to iNACOL Quality Standards for Online Courses and Curriculum
- Alignment of the curriculum to Quality Matters Standards Quality Rubric for Online Courses and Curriculum
- The adoption of Fuel Education curriculum and successful implementation of the curriculum in existing CPS Charter Schools (including YCCS and other CPS I&I charter schools)

Students and teachers will require access to:

- A laptop computer with built-in storage and connectivity capability (to be supplied by Illinois Prep)
- High speed internet connectivity
- The learning management system (PEAK Fuel Education LMS)
- The digital content/courses housed on the LMS

In addition to the commercial vendor content, online teachers will have access to highly-vetted and CCSS aligned OER resources that have been selected to provide enrichment and project based learning options for students to increase engagement and applied learning. These resources were selected and vetted for alignment to both iNACOL and Quality Matters Standards as well as alignment to the CPS REACH Framework.

Overview of Curriculum, course offering and scope and sequence

Illinois Prep will utilize the Fuel Education curriculum. This curriculum has been previously approved and is currently in use at numerous CPS schools and has a long history of serving Chicago Public Schools for credit recovery, remediation and alternative learning as well as for traditional online coursework, advanced coursework and CTE programs.

Addressing the needs of individual students is critical for the success of Virtual School Learners

Each student has different learning strengths and gaps, and that's why a truly adaptive curriculum is core to achieving success in virtual schools. Fuel Education allows teachers to:



- Quickly assess individual student skills mastery and deficiencies
- Understand student mastery of state and national standards

- Develop customized learning paths for struggling students to improve outcomes

With their diagnostic-driven model, the online courses are crafted to keep students on task and moving forward, utilizing a differentiation of content methodology to increase retention as well as pre-recorded audio, pre-teaching of vocabulary, and if needed, English language learner support.

All FuelEd Online Courses have been crafted based on extensive education research, are aligned to state and national standards. In Core courses, topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.

The Fuel Education embedded Anywhere Learning System (ALS) is also a widely implemented, effective way to target learning remediation needs, especially for those students with learning gaps of a grade level or greater. Its built-in assessments help identify precise gaps in students' skills and understanding. ALS empowers teachers to prescribe and customize content that puts students on a path to mastery.

The Fuel Education curriculum is inclusive of all CPS graduation requirements. A full list of courses and detailed descriptions are included in the appendix section of this proposal. A scope and sequence of courses with a brief description is provided there as well.

Standards Alignment

Fuel Education has works closely with a wide variety of standards organizations to ensure that our high-quality, well-researched curriculum is developed based on and aligned to Common Core State Standards and aligned to the individual state standards where programs are implemented. We have worked in Chicago Public Schools for over eight years and have closely worked with CPS to ensure full alignment to:

- The CPS Scope and Sequence
- The Illinois State Learning Standards and
- New CPS requirements

The Fuel Education team of curriculum specialists continually reviews state and national standards to ensure their curriculum is aligned and uses the best practices identified across federal and local education entities. Thus, the Scope and Sequence for courses offered by Fuel Education map to appropriate state and national standards, and courses are developed to align with the Common Core State Standards.

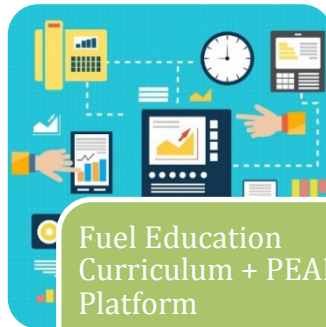
Instructional Model and Instructional Program

FuelEd delivers its curriculum through PEAK, an open, online platform that is designed to meet the specific needs of students, teachers, and administrators. Not only does it help teachers and administrators to easily manage their online and blended programs, but it also empowers teachers to monitor performance, customize courses, and differentiate instruction to meet students' individualized needs.



Zia Instructional Model

- Highest quality online and blended instruction
- Emphasis on SEL and whole child
- Enrichment, applied and project based learning options



Fuel Education Curriculum + PEAK Platform

- CPS Vetted, state and nationally CCSS curriculum
- Rich and engaging content
- Robust data and reporting and personalized learning paths and plans



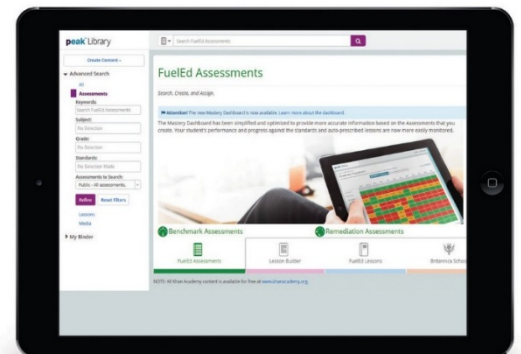
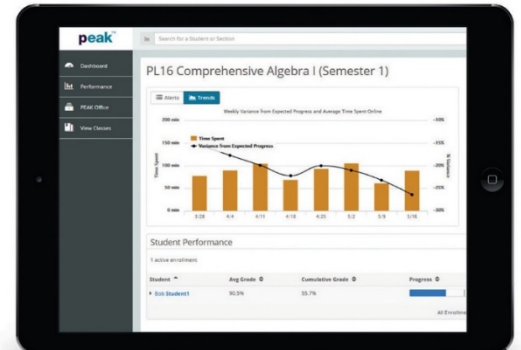
Illinois Prep School Model

- Virtual School Model with Blended Supports
- Emphasis on live learning and real-time support
- A more interactive and engaging approach

Illinois Prep will implement the Fuel Education Curriculum coupled with the PEAK adaptive personalized learning platform. This platform couples core curriculum with real-time adaptive assessments to generate a personalized learning path and plan. An authentic personalized learning model using adaptive digital curriculum allows teachers to know:

- Where students are in precise learning objectives
- What students need in order to gain proficiency in skill gaps while providing a system that not only moves students forward in obtaining requisite graduation credits, but also mastery of skills that will lead to a generation of learners that are exceeding standards and are ready for post-secondary and work.

The PEAK LMS has the unique ability to target remediation specific to learning skill gap while working in concert with a credit based course that can flex and truly adapt to a student's



specific criteria. PEAK, which stands for Personalize, Engage, and Achieve with K12, is an intelligent management center for online learning that enables schools and districts to manage and personalize their online learning program solutions – including K12 and third-party solutions, open education resources, and district-authored or -generated content – from one place.



The critical differentiator between PEAK and other digital curriculum systems is the integration. The LMS, curriculum, assessment and student information systems are all designed to work together (rather than a post-purchase integration of multiple systems from a variety of vendors). The true integration and interoperability of these systems is key. The analytics gathered through the constant formative assessments drives the adaptive release of content based on ongoing student performance. Furthermore, the solution looks at curriculum not simply from a discrete course level, but the full k-12 spectrum.

Thus, if a student in an Algebra I course is missing critical skills from, for example, 6th grade math, they will get the support they need – even if it comes from skills presented in grade levels three, four or more years prior.

The combination of these technologies coupled with onsite support and true facilitator/teacher support is a genuine solution to the education epidemic – rather than an online pass-through program that perpetuates the problem. It allows for student recovery, not merely credit recovery, and provides a system where students can receive an authentic, personalized learning environment that allows for not only remediation, but also advancement to higher levels of attainment.

Real-Time Support and Instruction and Authentic Personalization

The personalization isn't solely through the technology. Rather, use of adaptive technologies and curriculum allows for teachers to focus on learners rather than content.

But that is just the beginning. This system allows not only for a new learning model, but also for a new virtual instructional model – a facilitated approach to digital instruction. Zia is a true innovator in this space and developed the Framework for Facilitated Personalized Instruction to provide a clear implementation model for teachers.

With the systems and tools in place to provide individualized, adaptive digital curriculum to each student based on daily formative assessment data, driven not by a manual approach and teacher analysis of data, but rather an a system-driven approach, teachers are free to work with students to address their individual needs

and provide both academic and social/emotional support. Teachers use adaptive and formative assessments to craft individualized learning paths and plans for learners and target interventions and support.

Increasing Engagement through BUILT IN/EMBEDDED Project Based and Applied Learning

We have developed a unique and custom approach to personalized learning and instruction. People often point to the nature of personalized learning as a means to achieve three goals:

1. Provide students anytime access to exactly what they need
2. Provide teachers a means to work more directly with students and address their individual needs and
3. Allow for more engaging and rich learning options.

Zia Learning understands that increased engagement and outcomes through applied and hands-on project based learning options doesn't simply "happen" nor can teachers be expected to simply create these options "on the fly" or without resources. This is particularly true when working with virtual school student populations where teachers must support both the academic and social/emotional and life needs of students on a constant basis.

That is why Zia Learning spent two years creating digital applied PBL and hands-on offline activities aligned to EVERY SUBJECT AND EVERY UNIT of the high school course curriculum. These applied and PBL options have been integrated directly into the core curriculum used by our partner schools and districts. We have developed these engagement options to ensure that teachers and students have multiple, differentiated ways to learn information and multiple means to show what they know. Our bank of over 5,000 fully aligned applied learning options live inside of the same LMS that houses the core curriculum and alongside the lessons in our fully differentiated instructional model (Learn, Watch, Try, Apply and Assess):

Learn: Students use the digital curriculum (fuel education) for the core academic instruction

Watch: Learning is reinforced via carefully vetted video educational resources

Try: Students complete a digital simulation that allows them to immerse themselves in the materials

Apply: Students apply what they've learned in a project based, hands-on learning option tied to their interests, current events, community issues or other applied learning options

Assess: Students are given an option to "show what they know" in addition to the quizzes and assessments. These performance-based assessments are tied to the REACH CPS performance tasks.

As noted in the CPS REACH Framework, a performance task is one type of performance assessment. According to Peter Afflerbach, a performance assessment "represents convergences of student learning, incorporating skills, strategies, and

the content domain learning that are goals of effective instruction. Performance assessments can help us determine not only what students can understand...but also how they use what they understand.” A performance task is a written or hands-on demonstration of mastery, or progress towards mastery, of selected standards or skills. They ask students to perform or to generate meaning on their own rather than select answers from a pre- determined list. They can yield rich insights not only into what students know and do not yet know, but how they apply their knowledge to complex questions or tasks. This provides teachers with formative information they can use to help students improve not just their content knowledge, but the facility with which they can “put it all together.”

To ensure that students are truly ready for a personalized learning environment we provide direct instruction in autonomous learner skills that are transferable 21st workforce readiness skills. This program, developed by Zia and known as SEL Skills for Success is an approved CPS district-wide model through the department of College and Career Readiness (Zia was selected in a competitive RFP process two years ago and holds a district-wide contract with CPS for these services). All students in Zia programs complete this upfront and ongoing program.

Student Success through Student Readiness and Support

Academic achievement in a virtual/distance learning program begins with student readiness. Zia Learning has developed a comprehensive SEL Skills for Success model that focuses on:

- Digital literacy
- Time management
- Goal setting and motivation skills
- Study skills
- Decision making skills
- 21st century communication skills

Research shows that the time invested in providing upfront and ongoing support in these areas increases student success in their virtual/online learning and beyond (as these skills are highly transferable college and career readiness skills). All participants of our program are given access for all students to our program “The Digital Edge – SEL Skills for Success.” This program has led to meaningful, measurable results in districts across the US, including a 38% increase in pass rates in the statewide Ohio Virtual Learning model, LifeSkills.

Student Readiness and Success – Program Structure

All courses are developed with a differentiated instructional approach that provides students multiple methods to learn information along with multiple means to demonstrate competency. Each module is structured based on the research-based Zia “Learn, Watch, Try, Apply, Write and Assess” method which includes:

Learn: Interactive reading modules which include audio tracks



Staying Motivated to Reach Your Goals



Have you ever set a goal for yourself, like getting fit, making honor roll, or being picked for a team? Like lots of people, maybe you started out doing great, but then lost some of that drive and had trouble getting motivated again.

You're Not Alone!

Everyone struggles with staying motivated and reaching their goals. Just look at how many people go on diets, lose weight, and then gain it back again!

The reality is that refocusing, changing, or making a new start on something, no matter how small, is a big deal. But it's not impossible. With the right approach, you can definitely do it.

No Quick Fix

It often takes several attempts to achieve a goal. For example, the American Lung Association says that the average person who quits smoking tries to stop up to six times before successfully quitting for good.

Getting Motivated

So how do you stay motivated and on track with your goal? It all comes down to good planning, realistic expectations, and a stick-to-it attitude. Here's what you need to do:

First, know your goal. Start by writing down your major goal. Your major goal is the ultimate thing you'd like to see happen. For example, "I want to make honor roll," or "I want to get fit enough to make the cross-country team," or even, "I want to play in the Olympics" are all major goals because they're the final thing the goal setter wants to see happen (obviously, some goals take longer and require more work than others). It's OK to dream big. That's how people accomplish stuff. You just have to remember that the bigger the goal, the more work it takes to get there.

Watch: Digital media segments that show concepts presented by diverse teens in real-world applications. Videos are fully produced, rich media that immerse students in scenarios that bring concepts to life.

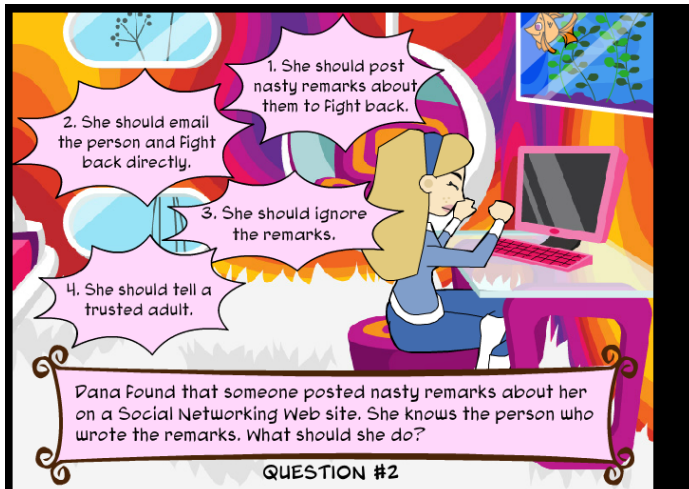


[Click here for this lesson's reading assignment](#)





Try: Game-based simulations that test students understanding of concepts and challenge them in fun, interactive components that challenge students in each SEL competency.



Apply: Project-based applied learning options that bring a hands-on approach to digital curriculum. Students complete tasks that apply concepts to core curriculum, current events and real-world options that become part of their digital portfolio.

Write: Journal and writing activities that ask students to extend learning through higher level questions and thought provoking discussion groups. In addition, students complete writing components that become part of their digital portfolio.

Assess: Formative and summative assessments, along with final unit projects are included to provide students feedback and teachers data on completion and proficiency in each SEL skill.



Your Digital Journal



In this lesson you learned about the importance of setting goals. What are your long term goals? What are the steps that you will take to reach those goals?

In this journal entry list your "ultimate goal" (it might be a career, college or life goal) along with three steps you can take now to begin reaching that goal.



Digital Edge Unit 1 Quiz



Digital Literacy Certification Badge 1 GOAL SETTER

Enabled: Adaptive Release

Way to go! You're on your way towards your digital literacy certification. Part of being a 21st century learner is to be an independent learner who knows how to set and achieve goals.

In this unit you set a goal to receive Microsoft Digital Literacy Certification and began that journey through learning about the basics of computers and networking. In the next units you will learn more about programs and tools as well as what it means to be digitally literate!



Apply Your Time Management Skills



Click the link above to apply your time management skills and make it through a school-daze maze!



Journal



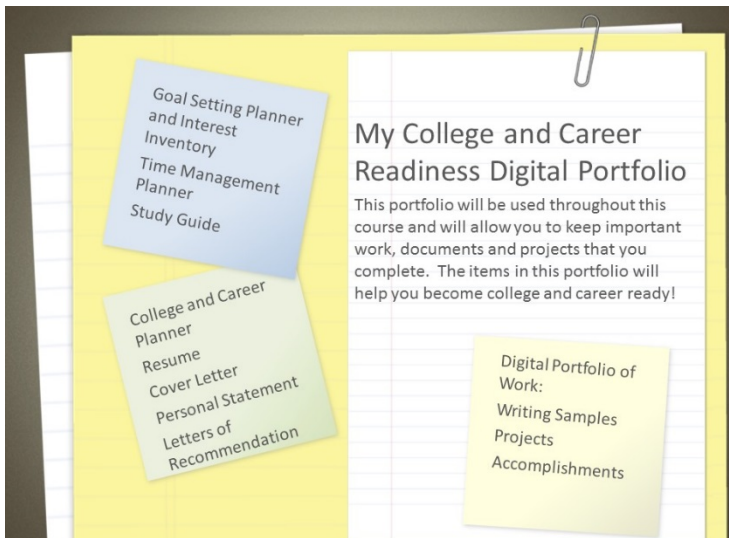
In this lesson you learned about the importance of time management.

In this journal entry describe some ways you can manage your time more efficiently. How would you spend the extra time that you have gained? For this journal you will start by reading a short article and then you will create a time management chart.

Click the link above to get started on better time management!



Unit 2 Quiz



In addition, students compile a digital portfolio of their work throughout the course which archives writings, documents and projects that are instrumental in becoming college and career ready. The completed portfolio includes:

- An interest inventory
- An inventory of strengths and areas identified for improvement
- Goal setting and goal sheets
- Time management and task completion sheets
- A personal statement and essay
- Reflection journals
- Additional writings and activities