



Einstein Middle



Sarah T. Reed High

The **Einstein Secondary School** Guide

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Mission

To nurture students to be academically **STRONG**, as well as **SOCIALLY** and **EMOTIONALLY RESILIENT**.



STRONG School Design

Einstein Schools thrive on being a STRONG network of schools that supports students, families, staff and adds value to the surrounding community. Our diversity is what sets us apart from others, and we are proud of our uniqueness. We know that there is value in collaboration. We consistently use the tags #EinsteinSTRONG and #STRONGerTogether, because we know that our success is STRONGer when ALL stakeholders are consistently involved. Our families choose US, and we are appreciative of the opportunity to give them a nurturing school environment for students and parents to engage, learn, and develop within.

We commit ourselves to the long-term development of our students, supporting their ultimate success in preparation for college, career and civil impact. We tailor our engaging and rigorous approach to meet the specific needs of students by teaching the core knowledge, critical thinking, social independence, emotional stability and self-advocacy skills that are essential for students to excel.

Jon'Nae Sylvester

Einstein Class of 2020 Valedictorian
\$2.9 Million in Scholarships



Middle & High School Curriculum

Einstein Schools uses Tier 1 curricula as outlined by the Louisiana Department of Education (LDOE). Our content is standards-based and rigorous, and it ensures that all students receive grade-level, quality instruction every day. Combined with our data-driven instruction model, Einstein Schools develops teacher ownership of student learning. We are proud to utilize The Louisiana ELA Guidebooks (6-12), Collections (Literacy 9-12), Amplify Science 6-8, SpringBoard Math (6-12), Eureka Math (6-8), The DBQ Project (Document Based Questions) 6-12, and LDOE Social Studies Scope and Sequence (6-12).

With the use of academic standards, we designed our middle and high school curriculum to help students fall in love with learning through reading voluminously, solving complex math problems, and engaging in scientific inquiry. Each day is filled with opportunities for students to find their own voice to express their ideas, collaborate on class projects, and discover new talents. We firmly believe that doing is at the core of learning.

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Academic standards define *what* students need to know but not *how* students learn or *how* teachers teach. Teachers use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards. Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health.

At Einstein, giving students of all ages the opportunity to do the intellectual heavy lifting makes learning not only engaging and fun, but also deep and lasting. This progressive approach also prepares our students for the rigor and independence needed to succeed in college and in life.

English Language Arts

The Einstein literacy curriculum introduces students to great literature and emphasizes critical thinking, knowledge building, and the thoughtful discussion of ideas.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.



ELA Guidebooks

ELA Guidebooks is a curriculum for whole-class instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex grade-level texts.

ELA Guidebooks units are a coherent set of plans focused on real learning grounded in a collection of texts. Each text collection has a shared idea, such as the American Revolution, and contains authentic texts and novels commonly celebrated by teachers and students. Students engage with the texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas.

Support is central to the design of ELA Guidebooks. Student-friendly slides create a consistent structure across all grades and lessons, which help students and teachers stay on track and work toward a series of unit assessments aligned to end-of-year expectations.

The ELA Guidebooks 9–12 (2020) help all students read, understand, and express their understanding of complex, grade-level texts. The new Louisiana ELA Guidebooks 9–12 build students’ understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities. The guidebook units are designed to help students establish, build, and expand their learning community. Students work both collaboratively and independently throughout the guidebook units. Each guidebook unit is based on a text set. Text sets are a series of texts organized around an anchor text or topic that guide and focus student learning and knowledge development. All of the text sets represent a diversity of authors and genres while also providing coherence among the texts so that students systematically build knowledge of substantive texts and topics. Additionally, the guidebook units build knowledge that prepares students for life after high school as they prepare for college, careers, and civic life.

Collections 9-12

Collections is proven effective at creating thoughtful, passionate readers in the classroom. Teachers put the learning in their students’ hands. *Collections* presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, expand their curiosity, and tackle challenging concepts—which helps them learn to close read selections and prepare for high-stakes assessments. It creates passionate student readers with texts that matter to them, and their engagement with the texts inspires them to become critical readers, writers, and thinkers.



College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
-

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 6. Assess how point of view or purpose shapes the content and style of a text.
-

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
-

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently

Writing

Our approach to writing sets students up to become skilled, passionate writers who convey their ideas with clarity and purpose. Students write every day. Their writing assignments include responding to literature, narrative writing, letters and opinion pieces, historical fiction stories, poems, and myths and fables.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

At the heart of our writing program is the belief that writers improve through frequent practice and revision. By providing regular opportunities for students to write independently, receive feedback, revise, and publish their work, we build authentic engagement and the habits of great writers.



College and Career Readiness Anchor Standards for Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Math

Our approach to math gives students powerful conceptual understanding, along with computational speed and fluency, so they can confidently and productively apply mathematical skills in new and unfamiliar contexts and use their understanding to solve real-world problems.

Eureka Math 6-8

Einstein Schools utilizes **Eureka Math** as its instructional framework. **Eureka Math** is a research-based progression of documents by the CCSSM writers, teachers, coaches, and mathematicians from the United States, that lay out the structure of mathematics by cognitive development and domain. Through its modules and lessons based on the Louisiana Student Standards of Math (LSSM), students practice major work and supporting work for each grade level while building mathematical fluency.

Students are also exposed to advanced skills that enable them to complete complex conceptual tasks. Eureka Math tells the unfolded story of mathematics as expressed by standards lesson by lesson, throughout each grade, and throughout the course of a student's school career. This curriculum connects math to the real world in ways that take the fear out of math. It also builds student confidence and persistence in problem solving and prepares students to understand advances in mathematics.

Lessons within a math unit are centered on tackling complex, multi-dimensional problems that have correct answers but innumerable ways to arrive at these answers. Students must think creatively and independently to develop their own approach, which strengthens their ability to apply prior knowledge to new contexts and deepens their conceptual understanding.

SpringBoard (6-12)

SpringBoard is a different kind of instructional program for grades 6–12. Developed by teachers for teachers, SpringBoard offers core instructional materials in print and digital formats that are fully aligned to state standards, Advanced Placement (AP) coursework, and the SAT Suite of Assessments. The program features student materials, teacher resources, and formative and summative assessments, as well as professional learning for teachers and administrators.

SpringBoard applies mathematical ways of thinking to real-world issues. The curriculum not only prepares students to solve complex math problems, but it also teaches them to apply mathematical knowledge to a variety of settings, collaborate with others to complete tasks, and communicate effectively using the language of mathematics. Grounded in research and based on the Understanding by Design model, SpringBoard teaches students the skills and knowledge that matter most to meet AP and college and career readiness standards. Teachers and students receive clear learning targets when they begin the set of activities. Students know why the skills they are developing matter. With SpringBoard, everyone—teachers, administrators, districts, and instructional coaches—is united around the same set of goals.



Math continued....

Standards Focus Per Grade/Content

6 Students (1) use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. (2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. (3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. (4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values.

7 Students (1) extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. (2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. (3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. (4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations.

8 Students (1) use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. (2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. (3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cut parallel lines.

High School Content

Algebra I

Number and Quantity

- Use properties of rational and irrational numbers.
- Reason quantitatively and use units to solve problems.

Algebra

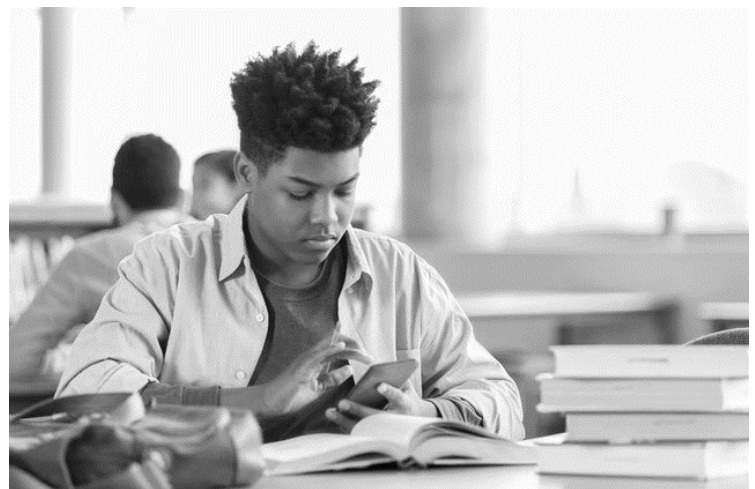
- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

Functions

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

Statistics and Probability

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.



Math continued....

Geometry

Congruence

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove and apply geometric theorems.
- Make geometric constructions.

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations.
- Prove and apply theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.

Circles

- Understand and apply theorems about circles.
- Find arc lengths and areas of sectors of circles.

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section.
- Use coordinates to prove simple geometric theorems algebraically.

Geometric Measurement and Dimension

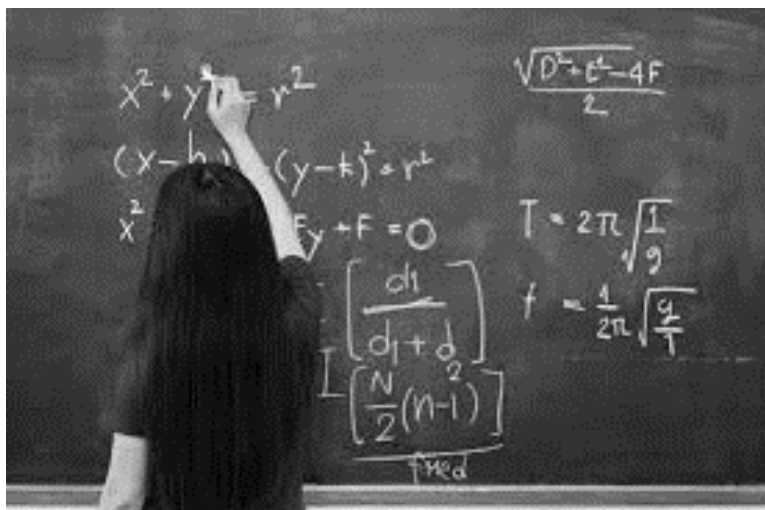
- Explain volume formulas and use them to solve problems.
- Visualize relationships between two-dimensional and three-dimensional objects.

Modeling with Geometry

- Create equations that describe numbers or relationships.

Statistics and Probability: Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.



Algebra II

Number and Quantity

The Real Number System

- Extend the properties of exponents to rational exponents.

Quantities

- Reason quantitatively and use units to solve problems.

The Complex Number System

- Perform arithmetic operations with complex numbers.
- Use complex numbers in polynomial identities and equations.

Algebra

Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions

- Understand the relationship between zeros and factors of polynomials.
- Use polynomial identities to solve problems.
- Rewrite rational expressions.

Creating Equations

- Create equations that describe numbers or relationships.

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

Functions

Interpreting Functions

- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.

Building Functions

- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.

Statistics and Probability

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables.

Making Inferences and Justifying Conclusion

- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Social Studies

Einstein Schools utilizes the Louisiana Student Standards curriculum as the base of interactive learning for Social Studies content. It is the belief that to be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

Thus, students must:

- Build an understanding of social studies content in the grade-level expectations (GLEs)
 - Examine authentic sources to build knowledge of social studies content
 - Explore meaningful questions about sources and content to build understanding
- Develop and express claims that demonstrate their understanding of content
 - Make connections among ideas, people, and events across time and place
 - Express understanding of content using evidence from authentic sources and outside knowledge

The Social Studies curriculum guides students to use **7 Key Themes** across all grade levels:

1. Physical & Human Systems
2. Migration & Settlement
3. Economics & Trade
4. Politics & Governance
5. Society & Culture
6. Conflict & Compromise
7. Continuity and Change

Document Based Questioning (DBQ)

The DBQ Project is an engaging and rigorous curriculum that will develop high-level critical thinking skills in students through historical inquiry and document analysis. The DBQ Project provides student access to primary and secondary sources allowing students to analyze trends within historical context. The Scope and Sequence provided by the LDOE provides a comprehensive, rigorous, and thematic curriculum that prepares students for LEAP 2025 by promoting critical thinking and analysis skills.



Science

Einstein Schools is committed to engaging and relevant learning practices in all subjects. At Einstein Schools, our unique commitment to science ignites a passion for the subject, builds a comprehensive foundation of knowledge, teaches students to investigate and analyze real-world problems, while critically and systematically grounded in a strong base of evidence.

The Louisiana Student Standards for Science were created by over eighty content experts and educators with input from parents and teachers from across the state. Educators envisioned what students should know and be able to do to compete in our communities and created standards that would allow students to do just that. The Louisiana Student Standards for Science provide appropriate content for all grades or courses, maintain high expectations and create a logical connection of content across and within grades.

The Louisiana Student Standards for Science represent the knowledge and skills needed for students to successfully transition to postsecondary educations and the workplace.



The standards call for students to:

- Apply content knowledge
- Investigate, evaluate, and reason scientifically
- Connect ideas across disciplines

Using **Amplify Science Curriculum in Grades 6-8** students are inspired to read, write, and make hypotheses like scientists to gain a better understanding of the world, as they gain the skills needed to master the Louisiana Student Standards for Science. Amplify Science is a robust, multimodal, hands-on program made to fulfill 100 percent of the Louisiana Student Standards for Science, as well as a substantial number of ELA and Math standards.

Science lessons launch with hands-on exploration of a challenge or question presented by the teacher: Students may be asked to program a robot to reach a set destination or compare the speed at which different objects fall to the floor. After students work collaboratively on the challenge and record their observations, they participate in rich discussion about their discoveries, during which the teacher guides them to a deeper understanding of the scientific principles embedded in the lesson. Finally, students discuss their conclusions or write reports that grow in sophistication over the course of the grade level expansion.

Structure and Components of the Standards

The Louisiana Student Standards for Science are arranged by grade levels for Grades 6 through 8 and content areas (Chemistry, Earth Science, Environmental Science, Life Science, Physical Science, and Physics) for high school.

The standards include:

- **Performance expectations** define what students should be able to do by the end of the year.
- **Science and engineering practices** are the practices that scientists and engineers use when investigating real world phenomena and designing solutions to problems.

There are eight science and engineering practices that apply to all grade levels and content areas.

1. Asking questions (science) and defining problems (engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematical and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument with evidence
8. Obtaining, evaluating, and communicating information

• **Disciplinary Core Ideas** describe the most essential ideas (content) in the major science disciplines that students will learn. Disciplinary Core Ideas are grouped into five science domains.

1. Physical Science (PS)
2. Life Science (LS)
3. Earth and Space Science (ESS)
4. Environmental Science (EVS)
5. Engineering, Technology, and Applications of Science (ETS)

• **Crosscutting Concepts** are common themes that have application across all disciplines of science and allow students to connect learning within and across grade levels or content areas. The seven crosscutting concepts apply to all grade levels and content areas.

1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and System Models
5. Energy and matter
6. Structure and function
7. Stability and change

• **Clarification statements** provide examples or additional explanation to the performance expectation.



Field Studies

The Field Studies program at Einstein Schools ignites curiosity, infuses joy into the school day, and exposes students to cultural experiences and institutions across New Orleans and beyond.

Our schools are surrounded with access to cultural experiences deeply rooted in cultural history, culinary varieties, music, import and export hubs, and science-based plants. In fact, New Orleans is known for its cultural impact across the world! Through trips that include visits to farms, museums, theaters, local restaurants, industrial plants and NASA, Einstein Schools' students make connections between classroom learning and the real world. We maximize learning by broadening their knowledge and experience. We believe so strongly in the value of our field studies that our students take at least one excursion per quarter.



S.T.E.A.M.

As we increasingly become more of a science and technology-based society, we prioritize preparing students for the world. S.T.E.A.M. is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.



Special Course Offerings & Extracurricular Activities

A great education consists of more than just rigorous academics. We provide numerous opportunities for students to explore talents and interests outside of English Language Arts, Math, Science and Social Studies.

Einstein Schools offer a robust selection of special courses electives that include: Art, Choir, Marching Band, Project Lead the Way (PLTW), Digital Media/Photography, Culinary Arts, Career and Technical Education (CTE).

Talented & Visual Arts

The Arts are a vital way for students to express themselves, develop new talents, and explore their own creativity.

In Visual Arts, students gain the tools they need to navigate the visual world while becoming careful observers and problem solvers. As artists, they grow into passionate “meaning makers,” using art to explore and engage with their own ideas and the world around them. Through independent and collaborative experimentation with various materials and mediums — including clay, collage, digital art/photography, drawing, painting, printmaking, and textiles — students gain technical skills and confidence in their ability to express themselves visually.

Performing Arts

In Performing Arts, students focus on music, dance, or theater and explore a variety of genres, styles, influences, and artists. Students develop technical and creative representations in the subject while telling the stories of their imaginations, their lives, and their communities through a combination of existing work and original pieces. Students showcase their work from performing arts classes at productions open to the entire school community.



Marching Band

In the Olympian Band Class we emphasize on exercising our strengths and building on our weaknesses.

Students develop the ability to make music through critical thinking and listening. Students recognize the quality of sound, pitch, style, tempo, rhythm, blend, balance, phrasing, dynamics, and articulation. In addition, students learn:

- Proper instrumental technique
- Care of the instrument
- Assume correct posture and playing position
- Develop the embouchure / stick grip / hand position
- Develop proper breathing techniques and characteristic instrumental tone to develop technical instrumental proficiency (fingering, articulation, rudiments, scales, etc..)



Digital Media/Photography

Digital media is a course designed to educate students on the ever-changing digital world, as well as, to provide hands-on experience with industry standard software and equipment. We focus on increasing the students' knowledge in the field of Digital Media through discussion, hands-on projects, "real world" activities, and industry standard programs (**GMetrix** and **Certiport**). Also, all courses will prepare students to attain one, or more, Adobe Certifications (based on the class), as well as, designing an e-portfolio to showcase specific skill sets utilized in the field of Digital Media.

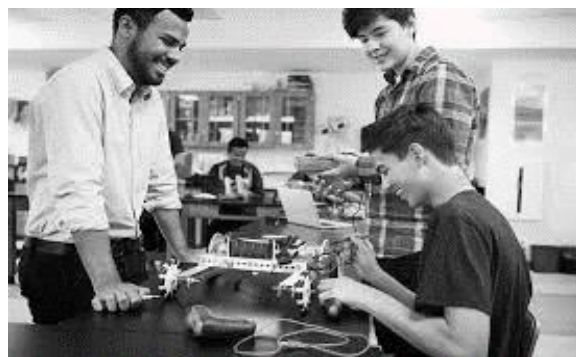
1. **Digital Photography** – An introduction to the fundamentals of digital photography, including how cameras work; composition; lighting; and basic photo-editing software skills.
2. **Digital Media I** – The Visual Design Class that teaches the foundational skills needed to obtain an entry-level Digital Media position.
3. **Digital Media II *** – An advanced Visual Design Class that goes into more depth about Adobe Photoshop, while also learning other Adobe programs like Illustrator and InDesign.
4. **Digital Animation *** – An enrichment class that focuses on the principles of Animation, basic animation techniques, 2-D cell design, as well as, Adobe Animate and Adobe Dreamweaver

* **NOTE:** When a student earns the Adobe Photoshop Certification, plus any two other Adobe Certifications (for a total of three or more), then that student's certification upgrades into a **Design Specialist Certification**.

Project Lead the Way (PLTW)

Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow. During this transitional time, PLTW Gateway's (6th-8th Grade) 10 units **empower students to lead their own discovery**.

In High School, from launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality. PLTW Engineering empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. Students take from the courses in-demand knowledge and skills they can use in high school and for the rest of their lives, on any career path they take.



Culinary Arts Pathway

The Culinary Arts Pathway provides students with in-depth, hands on experience that emphasizes industry awareness and food production skills. This course prepares students to understand principles of nutrition in relationship to wellness, food choices, food preparation, and food storage. The concepts of meal planning and management are also addressed. Classroom food laboratory activities are an integral part of this course. Students also have opportunities to earn culinary certifications which qualify them to work in the food service industry.

Career & Technical Education

Career and Technical Education (CTE) is the practice of teaching specific career skills to students in middle school, high school, and post-secondary institutions. CTE is split into 16 career clusters that apply to different high-demand careers: Health Science, Science, Technology, Engineering, and Math.



Sports & Clubs

Einstein Middle School offers after school programming focused on S.T.E.A.M. We partner with 21st Century Community Works of Louisiana to offer our students multiple opportunities to develop their passions. With our partnership with Community Works of Louisiana we offer educational enrichment activities, including tutoring, art, and cooking. We also offer sports programming, photography and theatre.

Additionally, Einstein: Sarah Towles Reed offers after school programming focused on athletics, science, and arts.

Our teams compete in LHSAA sports representing Volleyball, Football, Basketball, Wrestling, Cross Country and Soccer. We also offer anime and gaming.

Quest for Success

Quest for Success (QFS) is an innovative, new, high school-level, career exploration course designed to prepare all Louisiana graduates for career and life success.

The new course helps all students to:

- develop essential 21st century workforce skills - the ability to communicate, collaborate, and lead
- explore new and exciting careers and industry sectors
- learn about themselves and their interests to successfully navigate high school, postsecondary education, and career pathways.

Quest for Success' eight units are carefully planned to help students progress from knowing and being aware of themselves and themselves in relation to others, to leading responsibly, and leveraging these skills in identifying personal and career goals and planning for the future. Additionally, students will learn about high-growth, industry sectors (e.g., information technology, health care, advanced manufacturing) and related career pathways, apply a variety of technology skills, and be asked to continuously reflect on their learning.



College and Career

Dual Enrollment

Dual enrollment is the simultaneous enrollment of a student at both high school and college in which the student receives credit on both their high school and college transcripts for the same course. Students may enroll in college courses at local technical, community and/or four-year colleges. Students enrolled in a college course follow the college curriculum. The course is taught by either the college instructor or a high school instructor who is approved to teach the college course.

With dual enrollment, students may begin accumulating college credits while still in high school, thus providing a smoother transition to college after high school graduation. Students must meet the admission standards of the college awarding the credit.

Einstein students have the opportunity to complete Dual Enrollment process with surrounding universities such as University of New Orleans, Southern University of New Orleans, Delgado Community College, and others.



Partnerships

Einstein is delighted to provide students with opportunities to work across the city, participate in industry-based internships, etc. through a partnership with YouthForce Nola. YouthForce NOLA is an education, business, and civic collaborative that prepares New Orleans public school students for successful pursuit of high-wage, high-demand career pathways and facilitates systems change to ensure equitable outcomes. Students gain work experience, technical skills and "soft" skills to sustain in any work environment.

Students also participate in programs with New Orleans Technical Education Provider (NOTEP). Through engaging and hands-on educational opportunities, New Orleans Technical Education Provider prepares high school students to be future industry leaders. NOTEP is a course choice provider that works with students to gain academic credit, earn industry approved credentials, and helps them with next steps of entering into the industry.



Parent University

The Parent University provides parents with tools necessary to ensure there is Excellence and Equity in all services provided to students and families of Einstein Schools in preparation for College, Careers and beyond.

The Parent University serves as a monthly hub to provide parents with training, access to resources and introductions to people available to foster higher learning preparation.





Academic Intervention

The overall goal of all interventions at the Middle and High School is to accelerate proficiency for all of our students. Through the use of programs such as iReady (6-8) and IXL, we assess and adjust instruction and practice for all students. Use of such programs also allows us to provide remediation and practice that adapts to the level of each student in all subjects.

With i-Ready, middle school educators can:

- Share students' data with them so they can create meaningful learning goals and take ownership of their progress
- Seamlessly connect assessment data with online instruction
- Implement personalized learning paths that reflect each student's unique strengths and areas of growth

The daily structures allows students to:

- Work in the Mastery and Acceleration Tutoring Lab
- Students are tiered and taught in a 65 minute block.
- Tiered groups rotate according to need with tier three group receiving the most time and instruction.
- Students also receive on-line interventions in the first 15 minutes of each period.

Additionally, daily student use of the IXL online program at school and at home provides comprehensive coverage of math concepts and applications. With IXL's state standards alignments, students can easily find unlimited practice questions specifically tailored to each required standard.

Einstein Schools also supports our Unique Learner Populations (students with disabilities) by supplementing the general curriculum through the use of Firelight adapted books for Algebra, Biology, English, Geometry, Physics, Chemistry, U.S. History, World Geography and World History.

In addition, curriculum is supported by the use of the Unique Learning System, which is a one-of-a-kind program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent high-quality instruction, a motivating interactive learning environment, engaging symbol support and a path to independence.

English Language Learners

Einstein schools is proud to house one of the most diverse populations in Orleans parish, with up to forty percent of students in our schools being identified as English language learners (ELL). It is our goal to be an exemplar ELL program in the city of New Orleans. Each school has three ELL teachers serving students by grade band, along with the support of ELL paraprofessionals. Students are provided accommodations both in class and on state assessments as indicated in their Louisiana English Learners Accommodations checklist. ELL students are placed into the appropriate grade level based off of transcripts from their home country.

Newcomer and beginning students (students with a score of a 1 on the English Language Proficiency Test) will receive targeted language development instruction (ELD). Students will receive this instruction in small groups outside of the core content classroom with their ELL teacher. In the middle school setting, the ELD course will follow the scope and sequence of National Geographic: Time zones ELL curriculum with instruction in all four domains of language proficiency: reading, writing, listening, and speaking, and will prepare them for the ELPT assessment. In the high-school setting, the ELD course will follow the scope and sequence of National Geographic: World English ELL curriculum with instruction in all four domains of language proficiency: reading, writing, listening, and speaking, and will prepare them for the ELPT assessment. For the ELD course, high-school students will receive elective credit, and will receive English credit for their English course, that is to be co-taught or supported by an ELL teacher. Newcomer students will attend all other core content classes with their peers and receive scaffolded and modified instruction.

Intermediate students will receive standards based instruction along with their peers. With the support and collaboration of the ELL teacher and core content teacher, scaffolds and strategies will be put in place along with accommodations as dictated by the Louisiana accommodations checklist. Students will receive push-in support, or small group instruction with core content material. Intermediate students will also be offered ELPT practice assessments and materials to prepare them for the English Language Proficiency Test.

Schedule

SAMPLE MIDDLE/HIGH SCHOOL SCHEDULE*

8:00–8:30 a.m.	Students are greeted with a handshake, enter for morning meeting then head to optional breakfast provided for all students.*
8:30–10:00 a.m.	Content Block 1 (ELA, Math, Science or Social Studies)
10:00 a.m.–11:30 a.m.	Content Block 2 (ELA, Math, Science or Social Studies)
11:30am–12:00 p.m.	LUNCH
12:00–1:30 p.m.	Content Block 3 (Specials: PE, Music, etc.)
1:30–3:00 p.m.	Content Block 4 (ELA, Math, Science or Social Studies)
3:00-3:10 p.m.	Pack up and Dismissal

* Breakfast and lunch are provided free of charge to all students.

** Specials offerings will vary by location.

Please note: **This is a sample schedule.** Daily schedules will vary by school and grade.

*The High School is on a similar BLOCK schedule. However, the start time is 7:30am and the course offerings vary by transcript needs.

Nurturing STRONG Learners

We believe that schools share an obligation with families to teach kids right from wrong, and that character development is an important part of schooling. To maintain a school culture that promotes learning and respect for others, Einstein Schools have S.T.R.O.N.G. values. Adhering to these values means that students will act truthfully, with high moral character, both on and off school property.

Starting with adults and filtering to children, respect for others and proper behavior are taught, modeled, expected, and rewarded.

Parent Engagement

Einstein Schools is deeply rooted in the New Orleans East area of the city. This area is known for the uniquely high population of African-American, Latino and Vietnamese families. As a result, Einstein Schools work extra hard to engage parents and provided various measure of communication. We know that the success of our students and the positive impact on the surrounding community are connected to the engagement and knowledge of our Einstein parents — we cannot do it alone. Our Einstein teams are committed!

We appreciate the dedication our parents have for getting their child to school on time every day; reading to them at home; practicing math facts and spelling words with them and checking to ensure homework is done. Einstein Parents are STRONGer Together!

Stay Present

Sit up. Focus on the speaker.

Take Detailed Notes

Write/type notes related to content.

Raise Your Hand to Ask Questions

Hands raised for participation.
Repeat what you heard.

On-time On-Point On-Task Optimistic

In class promptly.
Remain focused on the lesson.
Positive attitude.

Never Disturb Learning

Refrain from excessive talking and outbursts. Remain in assigned seat.

Get physical or emotional control in .25 seconds.

Accept feedback with positive responses.
Inform a staff member if you need help.

Get help.



EINSTEIN STRONG!

Einstein Schools is STRONG, nurturing, resilient and deeply rooted in cultural preservation. We are PROUD to serve our community with thoughtful academic development, engaging activities, and keen interests in adding positive change to our community. We welcome you to our diverse team! Please accept this open invitation to schedule a time to visit our schools and see the visual passion poured into our environments; observe the engaging learning; and witness passionate teaching/leadership on our campuses.

We look forward to working with you to support students on this exciting intellectual journey!



Michael McKenzie, Sr.
Einstein Schools CEO

#EinsteinSTRONG

#STRONGerTogether

