SAMPLE DAILY AND WEEKLY SCHEDULE. The table below provides examples of the day in the life of a student and a teacher to learn/teach for mastery of the **Core and Encore Curriculum** (*pp. 30-31*).

A Day in The Life Of . . . and A Week In The Life Of . . .	
Master Teacher, Ms. Lopez	**Grade 1 Student**, *Gabriella*
Ms. Lopez and her fellow instructional staff will have developed a personalized plan of action for every child **at least a week** before the children walk into their classrooms. At 7Cs Academy, instructional staff will have the benefit of a detailed Scope and Sequence documents with a quality curriculum that meet Curriculum Audit Rubric standards (*pp. 33-34*). We refer to this as the "written" curriculum. The **7Cs Curriculum** (*pp. 32-33*) and **7Cs Curriculum Guides** (*pp. 33-35*) will be developed for the entire year, before children walk through the doors of 7Cs Academy. A year at the Academy is **40 weeks** of instruction per the School Calendar (*p. 271*). Just as we are using a rigorous planning process to acquire the facilities for the Academy, we will be using a rigorous curriculum development process to write the **7Cs Curriculum** to focus on the **Core Principles** (*pp. 22-23*).	*Gabriella* begins her day in the Cafeteria for a family-style breakfast with her peers. Instructional staff welcome children and they have breakfast together. Staff take time to gauge the mood of the children under their watch, to set the tone for the day with their friendly banter. *Gabriella* will become accustomed to this morning routine, where she hears the morning announcements from the CEO and/or Director/Principal at the end of her breakfast to set her up for success every day. **Executive function** (*p. 24*) begins by ensuring that the physical safety needs of students are met, since all children eat together with their teachers. There is no food shaming or students beginning the day hungry.
Children volunteer problems in their community, which the teachers are actively listening too, to develop STREAM projects for students to tackle in the future. For example, last week, *Jorge* wanted to know about the homeless people he saw before his mother dropped him off at school. Taking Jorge's cue, Ms. Lopez designed this month's project around the work of *San Antonio Food Bank* (SAFB), and how SAFB and the city work together to address homelessness in San Antonio. **Class Garden Project**. Ms. Lopez had planned on having students master specific Learning Goals in the core curriculum. For ELAR, Ms. Lopez' focus was:	Remembering her CHAMPS behavior expectations for hallways, she learned on her first day at school, *Gabriella* silently walks in line with her peers and teachers through the hallways to her class. *Gabriella* and her peers leave their backpacks at their assigned places and sit down on the Rug in front of the class. She and her peers know the CHAMPS Rug Rules. They check their daily "**Mood Meter**" by taking turns, raising their hands to share, and talk through their life issues. They learn about social emotional learning (SEL) competencies in the process (*p. 24*). Children are guided through these discussions with compassion, kindness, and thoughtfulness about approaching solutions to common problems. One teacher reminds them about the importance of our **attitudes** with the story

Integrating the seven strands of the TEKS for **ELAR13.A** Generate questions, develop and follow a research plan, identify and gather sources of information, demonstrating understanding (with adult assistance), and use multimodal approaches to present results. **Ma.1.A** Apply mathematics to problems arising in everyday life and society, and **Ma.1.B** Use a problem-solving model that incorporates analyzing given information, formulating a plan, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution. **Sci.1.9C** Gather evidence of interdependence among living organisms such as energy transfer through food chains; and **PS.Sci.1.2A*** Ask questions about organisms, objects, and events observed in the natural world. **PS.Sci.1.3A*** Identify and explain a problem and propose a solution. **SS.6.A** Identify basic human needs of food, clothing, and shelter.	about *Maria* (p. 31). *Jorge* looks sad and shares with the class that his dad was leaving town for a while. *Gabriella* spontaneously responds "I'm sorry to hear that, *Jorge*. I know you are feeling sad. Let us know if you need anything, OK." The teacher reinforces *Gabriella* to say, "Your words are so kind and thoughtful, *Gabriella*."
Recognizing that one size fits one, **Ms. Lopez** has planned a unique pathway for every child to demonstrating mastery of the standards. She has four unique groups of children for her Reading Blocks and a different group of children for her Math Blocks. *Ms. Lopez* and her fellow instructional staff also had planned multiple activities for the different learners in the different groups in ELAR and math. To determine these activities, Ms. Lopez would have done her preassessments (step 1 and step 2 in the **Designing Learning** model, *p. 44*, of all children prior to starting the lesson. She would have planned for the different reading levels of children, the different needs of children, the different performance levels of children, to establish accurate grade level placements for every child in ELAR and Math.	Following this class meeting, the class transitions to the **Reading Block**. Ms. Lopez and her fellow instructional staff have meticulously planned a daily and weekly schedule for every child like *Gabriella* in this class. Ms. Lopez talks to the class about the huge state-of-the-art community kitchen the SAFB was building next to their school. *Ms. Lopez* then says, remember "We will learn how to ask questions, answer those questions, and communicate ideas on our **Class Garden Project**. This month, students are learning how to solve problems of grow vegetables in the city. The class talks about grocery stores near their homes and what kinds of foods they eat at home. *Gabriella* doesn't know much about eating fresh vegetables because the grocery store near her house doesn't have many good options. She and her peers will get a chance to taste a variety of vegetables at lunch today. The teacher helps children ask questions and design a project that will help them explore the

Ms. Lopez and her fellow instructional staff will continuously progress monitor the learning and growth of every child every six weeks (School Calendar, *p. 291*). They will evaluate the effectiveness of the **7Cs Curriculum Guides** in producing improved student outcomes for all children. *Ms. Lopez* and her fellow instructional staff will have data chats with the CEO and Director/Principal at the end of every six weeks. At these meetings, they will reflect on mastery of **TEKS** to discuss in which class(es) were children excelling on these **TEKS** and on which class(es) they were not. And why? The Director/Principal will participate in PLC meetings to discover strengths and weaknesses. Administrators know that 7Cs Academy is only as strong as the weakest links. The data analysis will help the Director/Principal determine what additional professional development supports (*pp. 66-79*) the CEO and Director/Principal will need to deliver. Identifying the best practitioners will help share best practices across instructional staff. Teachers have not been provided time to assess where their children are and monitor their progress over time. To ensure this happens, we have proposed an innovative School Calendar (p. 291) to optimize student learning outcomes. The other unique feature of our innovative design is to allow children to move up or down to where they are constantly challenged, but not left training behind. Master Teachers, like Ms. Lopez, will coach their fellow instructional staff through **cognitive apprenticeship** to achieve academic excellence.	problems and maybe start their own class garden. *Gabriella* is excited about the idea of growing her own vegetables at school, but she isn't sure about how they will do it without a big field. The teacher mentioned that you can grow plants without dirt, and now she is curious. She is looking forward to her afternoon project time to see what else she can find out. But first, *Ms. Lopez* has the class split into Reading Groups. *Gabriella* struggles with reading. She is a great communicator (as you saw above). During this time, she, like other students in the Fishes Group, gets some extra help from the ESL/Bilingual teacher. This teacher helps *Gabriella* find interesting books in both English and Spanish that *Ms. Lopez* had organized by Lexile levels, and connects it to the projects *Gabriella* is working on. *Gabriella* used to hate reading block, but she is starting to feel more successful now. Just having books that interest her in her Lexile range made a big difference! Every child, like *Gabriella* knew where to go because *Ms. Lopez* had a schedule and plans for where every child needed to go in reading and math. Gabriella was in the Fishes Group in Reading. Others were in one of the other three groups *Ms. Lopez* had organized the Reading Block into: Fishes Group, Birds Group, Mammals Group, and Reptiles Group. While the core curriculum (**TEKS**) is the same for all four groups, the level of rigor Ms. Lopez had planned for children in the four groups was differentiated (*p. 33*). *Ms. Lopez* had differentiated activities and books to read for every child based on their interests on the various categories and subcategories. Some children went to the computers that had "Find a Book" on the home page. They had learned the week before on how to search for books in English and Spanish based on their Lexile Ranges.

Ms. Lopez and her fellow instructional staff will not only be reflecting on their own practices, but they will help children like *Gabriella* monitor their own learning. Notice *Gabriella*'s metacognitive abilities in math. In traditional settings this does not happen routinely. With more than one adult in the room in our innovative design, *Ms. Lopez* and her fellow instructional staff will be better equipped to progress monitor the growth and mastery of every child. No child will be left behind. These instructional staff will use the various Assessments of Learning (*pp. 39-40*) and triangulate data to evaluate overall student growth and mastery.	After their Reading Block, *Gabriella* and her peers run and play outside for a brief recess. *Gabriella* likes to race with other kids, but she is learning to find ways to work with friends who play games different than the games she usually plays. She is happy that her teachers help her learn how to talk to new kids, and how to play with kids who have different needs. Sometimes she will look for someone standing or sitting alone to try and make a new friend. She is learning early how to win friends and influence people. Notice how she addressed *Jorge* earlier, by imitating her teacher. "Remember that a person's name is to that person the sweetest and most important sound in any language," Rule #6 (Carnegie, 1981). Not only is *Gabriella* meeting a lot of nice, new friends, but she feels proud of herself for taking initiative. *Gabriella* loves her school!
To make sure *Ms. Lopez* and her fellow instructional staff are best serving the children, like *Gabriella*, they will take care of one another. They will take structured 30-minute breaks at least twice a day. By taking care of themselves first, they model for the whole school community how SEL competencies (p. 24) can be evident, taught, and modeled for every member of the 7Cs Academy. This is akin to the safety announcement that most people have become accustomed to hearing before takeoff. "In the event of a loss in cabin pressure . . ." Instructional staff will discipline themselves to "secure their own mask (metaphorically SEL here) first, before they seek to assist others around them."	After recess, *Gabriella* is ready to sit and think through challenges. *Gabriella* loves to think about math. The mathematics and reasoning blocks are her favorite class. She is ahead of most of her kids her age, and she loves that her teacher gives her and others in the Lions Group, second and third grade math challenges to learn, instead of making her repeat the same work repeatedly. Others were in one of the other three groups *Ms. Lopez* had organized the **Math Block** into: Lions Groups, Tigers Group, Leopards Group, and Bears Group. Some children went to their computer stations, which had "Math@Home" bookmarked to identify resources that *Ms. Lopez* guided children through. *Gabriella* finds math very easy and the time flies by when she is doing math puzzles. She loves being able to show her teachers how she arrived at a solution to a problem, and then going on to a new problem. *Gabriella* knows that not every one of her peers likes math as she does, but she enjoys being able to stretch her wings in this block and keep marching ahead. She's also glad that her teacher doesn't ask her to help the other kids. It just slows her down so much, and *Gabriella*

	doesn't really know how to explain it to them so that they understand. This week, she is hoping to learn how to use the abacus that she found in the classroom. She loves being able to do math!
Ms. Lopez and her fellow instructional staff will collaborate with their grade level peers in the core and encore curricular areas. Once a month, they will also meet with their vertical content area teams, across grade levels, to constantly challenge every *Gabriella* and *Jorge* in their classrooms to reach their fullest potential.	*Gabriella* moves to the **Arts Block** next. Her peers and her rotate between dance, music, theatre, and the visual arts to enrich their encore experiences to explore new realities, ideas, and relationships to develop children's critical thinking and innovative problem solving. The encore curriculum lends itself to the reinforcing the 7Cs **Core Principles** (*pp. 22-23*) and **soft skills** development (*pp. 24-25*).
	After exploring the Arts, *Gabriella* and her peers walk to lunch in the Cafeteria, again remembering their CHAMPS behavior expectations for Hallways and the Cafeteria. Here *Gabriella* can have lunch with her friends and talk about her day. Teachers and administrators often sit at the lunch tables with the students and talk to them too. After lunch, there is a quiet down time when children can relax or begin reading quietly if they are not tired. Some children use this time for quiet reflection. The lights are dimmed in class, and it is nice. While Gabriella doesn't always read, she enjoys having a moment to relax before the afternoon.
	After the 15-minutes down time, children are ready to move. During their Physical and Health Education Block, children learn sports and sometimes they do other type of movement for living a physically active lifestyle. Whatever they do, they are learning early how to be healthy using movement, coordination, and teamwork. Gabriella likes working with her peers to make the parachute ripple, and she loves the sensory integration of different balls, tools, and movements into play. Children begin to appreciate the connection between physical activity and health throughout their life.

	Following PE and Health, *Gabriella* is ready for the final project block of the day. Everything she has done today in school have integrated STREAM to develop her literacy and numeracy skills (*p. 27*) for this final project block. This afternoon, she can apply some of the learnings of the day and tweak her ideas for solving new problems tomorrow. She loves this hands-on application of her learning!
	It is nearing the end of the day, and it is time for the last class meeting of the day. *Gabriella* and her friends circle up and reflect on the day with their teachers. This is when they "replay the tape" of the day. They discuss what went well, and what was challenging about the day. Like champion sportspersons, they continuously improve themselves. They visit the "**Mood Meter**" again and try to identify what caused any movement. *Gabriella* and her teachers check on *Jorge*. He seemed happier. Ending the day with reflection helps *Gabriella* develop new perspectives. It also helps *Gabriella* and her peers take home the best parts of the day.
	The next day and the rest of the week, *Gabriella* and her peers continue to move along their own personalized pathways, learning playlists, that Ms. Lopez and her fellow instructional staff have designed for them. Every day, they research and develop in the morning and apply their learning in the afternoon. The next day they begin with reflections and learnings on the previous day to start with new questions and problems to solve on the following day. Over time, the lessons get increasing challenging and are at the appropriate level of rigor unique to every child. *Gabriella* found math easy and reading a little more challenging. It is different and special for every child. Yes, every child is growing academically and feeling successful in school, all day every day every week – for 40 weeks of the 52 weeks in a calendar year. The mindsets and skillsets children develop

	with repeated success, like *Gabriella*, is what is going to help us deliver on our mission (*p. 22*) – To inspire every child to think critically, solve problems and seek to improve their communities.