

ACADEMICS

Our Curriculum:

New Summit Charter Academy uses the best available, age-appropriate, research-based materials in the classroom. Our curriculum is designed to teach mastery of essential skills in each subject area and to foster critical thinking.

The New Summit Charter Academy (NSCA) curricula is detailed below for kindergarten through eighth grade. The curricula is aligned to the Colorado Academic Standards and Core Knowledge Curriculum to ensure optimal academic rigor and conceptual coverage. NSCA also participates in multiple standardized tests to track growth. Colorado Measure of Success (CMAS), Northwest Evaluation Association (NWEA) MAP, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) specifically in mathematics, reading, and language content areas.

Grade	Subject	Curriculum
Kindergarten	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional Learning	MindUp
1st	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
2nd	Mathematics	Dimensions Mathematics

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	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
3rd	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
4th	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
5th	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence

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	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
6th	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
	Leadership	Leadworthy by Flippen Group
7th	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards
	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
	Leadership	Leadworthy by Flippen Group
8th	Mathematics	Dimensions Mathematics
	Language Arts	Amplify Core Knowledge Language Arts
	Science	Core Knowledge Scope and Sequence
	History/Geography	Core Knowledge Scope and Sequence
	Music	Core Knowledge Scope and Sequence
	Visual Arts	Core Knowledge Scope and Sequence
	Physical Education	Colorado State Standards

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	Library	Core Knowledge and Literacy First Focus
	Social Emotional	BASE Education
	Leadership	Leadworthy by Flippen Group

Make-Up Work:

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator. It is the responsibility of the student to pick up any make-up assignments permitted on the day they return to class. There shall be 2 days allowed for make-up work for each day of absence up to 10 days if the assigned work was issued during the absence. If assigned work was given prior to the absence, students are expected to turn in the work upon his/her return to school. All missed exams will be taken within two days upon returning from an absence. Any exceptions for these guidelines would need to come from a school administrator prior to the excused absence.

Make-up work shall be allowed following an unexcused absence with the goal of providing the student an opportunity to keep up with the class and as an incentive to attend school. However, this work will receive only partial credit, which is the consequence of an unexcused absence.

Late Homework:

NSCA students are expected to turn in all classwork and homework. It is expected that classwork and homework will be turned in at the time designated by the teacher. All work turned in the following school day after it was due will receive a 25% grade deduction. Work received two days after will receive a 50% deduction. All work received three days or after will be marked as a “0” in the teacher’s grade book. Teachers may also choose to accept late work for full credit or partial credit at their discretion and not apply the above deductions on a case-by-case basis. This does not apply to work assigned during excused absences.

Promotion/Retention:

New Summit Charter Academy has established and maintains high standards for all students by establishing clear academic expectations, monitoring student achievement, and communicating student progress to parents/guardians in a continuous and systematic manner. New Summit Charter Academy does not practice promotion or retention but rather places and promotes students according to each student’s age-appropriate grade level.

Recognizing the unique developmental needs of each student, the most appropriate educational setting will be determined to meet those needs and a plan will be designed to support academic growth in the classroom setting through a differentiated process. Promotion and Retention is only on a case-by-case basis and is determined by the MTSS team and Administration with guidance from the district.

Retention and Advancing: Decisions regarding a student’s placement, promotion or retention will be determined on an individual basis based on academic results. The Principal, along with the input of the

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MTSS Team, shall have the final responsibility of determining grade level placement and promotion or retention of each student. When enrolling your student into New Summit, your student must be placed in the student's designated grade. Parents should not retain or advance their students without proper documentation. If a student is enrolled in an incorrect grade without NSCA's knowledge, the student will be placed in the correct grade, pending availability in that particular grade. If there are no available seats for the student, New Summit reserves the right to rescind the student's acceptance based on failure to provide accurate information during the enrollment process.

If a student is falling behind in one or more core academic courses by the end of the first quarter, the student's family will be notified and a plan of improvement will be determined. The student and family will be notified in writing of the need to improve and a plan will be drafted to help the student improve. The MTSS team will meet to determine appropriate accommodations to help the student improve. A conference will be scheduled at a time convenient for all parties to discuss the student's academic achievement, academic growth, attendance, effort, work habits, behavior and other factors related to learning.

Individuals with Disabilities Education Act (IDEA) of the Rehabilitation Act

Students who are identified as disabled under the IDEA of the Rehabilitation Act or Section 504 will be promoted or retained in accordance with the IEP Team recommendations, as documented in the IEP.