

EASTERN MICHIGAN UNIVERSITY

A Contract to Charter a Public School Academy and Related Documents

Issued By

**THE BOARD OF REGENTS OF
EASTERN MICHIGAN UNIVERSITY**
(Authorizing Body)

To

DETROIT PUBLIC SAFETY ACADEMY
(A Public School Academy)

2022

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UNIVERSITY BOARD RESOLUTIONS

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

AMENDMENT TO THE CHARTER SCHOOLS BOARD OF DIRECTOR METHOD OF SELECTION POLICY

ACTION REQUESTED

It is recommended that the Board of Regents adopt the attached resolution outlining a revised method of selecting board of directors of public school academies, schools of excellence and strict discipline academies.

STAFF SUMMARY

With the passage of Public Act 277 of 2011, which amended Michigan's charter school law, authorizers of public school academies are required to pass a resolution addressing their method of selecting and appointing individuals to serve on their public school academy boards of directors. This revision represents EMU's Charter Schools Office's commitment to continuous review and improvement of its processes.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed recommendation has been revised/and is recommended for Board approval.



University Executive Officer

5/25/2018

Date

Eastern Michigan University Board of Regents

RESOLUTION

Public School Academy, School of Excellence and Strict Discipline Academy
Board of Director Method of Selection Resolution-Revised

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Eastern Michigan University Board of Regents (the "University Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the University Board has determined that changes to the method of selection process are in the best interest of the University and that such changes be incorporated into all charter contracts issued by the University Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated June 22, 2018, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the University Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The University's Director of the Charter Schools Office is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Eastern Michigan University Board of Regents, do hereby certify the foregoing resolution was adopted by the Eastern Michigan University Board of Regents at a public meeting held on the June 22, 2018, with a vote of eight for, zero opposed, and none abstaining.

By: _____

Eastern Michigan University
Board Secretary

Public School Academy Board of Director Method of Selection

The Eastern Michigan University Board of Regents ("University Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The University Board shall prescribe the methods of appointment for members of the Academy Board. The University's Director of the Charter Schools Office is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the University Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The University's Director of the Charter Schools Office shall recommend nominees to the University Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the University Board or its designee. The University Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of the Charter Schools Office at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the University's Charter Schools Office. The Director of the Charter Schools Office may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of the Charter Schools Office does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the University Board's Chair, the University's Director of the Charter Schools Office may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Length of Term

The director of an Academy Board shall serve at the pleasure of the University Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the University's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the University Board or the University's Director of the Charter Schools Office may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the University's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the University's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the Academy; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of an educational management company that contracts with the Academy; and (4) University officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be filed with the University's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at any time the University Board determines that an Academy Board member's service is no longer necessary, then the University Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

Under exigent conditions, with the approval of the University Board Chair, the Director of the Charter Schools Office may suspend or remove a member of the Academy Board, if in his/her judgement the member's fitness for office is in question and/or the member's continued presence on the Academy Board would constitute a risk to persons or property or would significantly impair the operations of the Academy. Any suspensions or removals made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any suspension or removal actions taken pursuant to this paragraph.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the University's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the University Board, or the University's Director of the Charter Schools Office, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the University Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

SECTION: 15

DATE:
June 16, 2022

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

REISSUANCE OF CHARTER – DETROIT PUBLIC SAFETY ACADEMY (9-12)

ACTION REQUESTED

It is recommended that the Eastern Michigan University Board of Regents issue a charter for the Detroit Public Safety Academy (DPSA) and authorize the President of the University to execute a new three-year charter school contract which will expire on June 30, 2025.

SCHOOL SUMMARY

Detroit Public Safety Academy

The Detroit Public Safety Academy opened its doors in 2013 as a ninth and tenth grade campus in the City of Detroit. DPSA currently serves 156 students in grades nine through twelve. The school's mission is to work in partnership with the community to provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and workforce success in the public safety arena. Careers of interest for DPSA students include law enforcement, firefighting, emergency medical service, and the military. School administration and staff also partner with local, state and federal agencies to implement tutoring and mentoring programs that reinforce life skill development and prepare students for college and/or career post-secondary opportunities.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

May 25, 2022

University Executive Officer
Rhonda Longworth, Ph.D.

Date

**TERMS AND CONDITIONS
OF CONTRACT**

DATED: JULY 1, 2022

ISSUED BY

THE EASTERN MICHIGAN UNIVERSITY BOARD OF REGENTS

TO

**DETROIT PUBLIC SAFETY ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

**CONFIRMING THE STATUS OF
DETROIT PUBLIC SAFETY ACADEMY**

AS A

PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a “public school academy” to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Eastern Michigan University Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the University Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) “Academy” means the Michigan nonprofit corporation named **Detroit Public Safety Academy** which is established as a public school academy pursuant to this Contract.
- (b) “Academy Board” means the Board of Directors of the Academy.
- (c) “Applicable Law” means all state and federal law applicable to public school academies, including all rules, regulations, and order promulgated thereunder.
- (d) “Application” means the public school academy application and supporting documentation submitted to the University Board for the establishment of the Academy and supplemented by material submitted pursuant to the University Board’s requirements for reauthorization.

- (e) “Authorizing Resolution” means the Resolutions adopted by the University Board on June 16, 2022.
- (f) “Charter Schools Director” means the person designated by the University Board to administer the operations of the Charter Schools Office.
- (g) “Charter Schools Office” or “CSO” means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is also responsible for administering the University Board’s responsibilities with respect to the Contract.
- (h) “Code” means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws.
- (i) “Community District” means a community school district created under part 5B of the Code, MCL 380.381 et seq.
- (j) “Conservator” means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.
- (k) “Contract” means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Lease Policies, the Schedules, and the Application.
- (l) “Department” means the Michigan Department of Education, established pursuant to Article VII, Section 3 of the Michigan Constitution of 1963 and created pursuant to Section 16.400 of the Michigan Compiled Laws.
- (m) “Director” means a person who is a member of the Academy Board of Directors.
- (n) “Educational Service Provider” or “ESP” means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the Charter Schools Director for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- (o) “Educational Service Provider Policies” or “ESP Policies” means those policies adopted by the Charter Schools Office that apply to a Management Agreement. The Charter Schools Director may, at any time and at his or her sole discretion, amend the ESP Policies. The ESP Policies in effect as of this date are incorporated into and a part of this Contract. Upon amendment,

changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

- (p) “Fund Balance Deficit” means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy or the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- (q) “Lease Policies” means those policies adopted by the Charter Schools Office that apply to real property lease agreements entered into by the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Lease Policies. The Lease Policies in effect as of this date are incorporated into and a part of this Contract. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (r) “Management Agreement” or “ESP Agreement” means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the Charter Schools Office for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director.
- (s) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (t) “President” means the President of Eastern Michigan University or his or her designee.
- (u) “Resolution” means the resolution adopted by the University Board on June 22, 2018 establishing the standard method of selection, length of term and

number of members format for public school academies issued a Contract by the University Board, as amended from time to time.

- (v) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description and Schedule 7: Required Information for Public School Academies.
- (w) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (x) “State School Reform/Redesign Office” means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.
- (y) “Superintendent” means the Michigan Superintendent of Public Instruction.
- (z) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2022, Issued by the Eastern Michigan University Board of Regents to Detroit Public Safety Academy Confirming the Status of Detroit Public Safety Academy as a public school academy.”
- (aa) “University” means Eastern Michigan University, a state public university, established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.551 *et seq.*
- (bb) “University Board” means the Eastern Michigan University Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501.
- (cc) “University Board Chairperson” means the Chairperson of the Eastern Michigan University Board of Regents or his or her designee.
- (dd) “University Charter Schools Hearing Panel” or “Hearing Panel” means such person(s) as designated by the University Board Chairperson.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant's Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD

Section 2.1. Constitutional Status of Eastern Michigan University. The University is a constitutionally established body corporate operating as a state public university. In approving this Contract, the University Board voluntarily exercises additional powers given to the University Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the University Board's constitutional autonomy and powers and the Academy shall not be deemed to be a part of the University. If applicable, the University Board has provided to the Department the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the University Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the

University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY

Section 3.1. University Board Resolutions. The University Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The University Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract. At anytime and at its sole discretion, the University Board may amend the Resolution. Upon University Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. As fiscal agent, the University Board assumes no responsibility for the financial condition of the Academy. The University Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the University Board shall promptly, within ten (10) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the University Board. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the University Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of University Board Expenses. The Academy shall pay the University Board an administrative fee to reimburse the University Board for the expenses

associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Charter Schools Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Director's recommendation will be submitted by the Charter Schools Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 3.6. Authorization of Employment. The University Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or Educational Service Provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) recruit, select and engage employees; (ii) pay their wages; (iii) evaluate performance; (iv) discipline and dismiss employees; and (v) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Charter Schools Office Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the University Board to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the Charter Schools Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty

(30) days prior to the proposed closing date of the transaction, submit a written request to the Charter Schools Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the Charter Schools Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the Charter Schools Director shall notify the Academy if the proposed transaction is disapproved. The Charter Schools Director may disapprove the proposed transaction if the proposed transaction violates this Contract or applicable law. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the Charter Schools Director. By not disapproving a proposed transaction, the Charter Schools Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Section 3.8. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract Term set forth in Section 12.9 without any further action of either the Academy or the University Board. The Academy shall seek a new contract by making a formal request to the University Board or its designee, the Charter Schools Director, in writing at least two years prior to the end of the current Contract Term. The University Board or its designee, the Charter Schools Director, shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board or its designee, the Charter Schools Office. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board through its designee the CSO as the most important factor of whether to issue or not issue a new contract. The University Board through its designee the CSO, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.9. University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the University Board shall establish its own

competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a governmental entity authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school;
- (e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University; and
- (f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in real or personal property leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
 - (i) Is employed by the Academy;
 - (ii) Works at or is assigned to work at the Academy;
 - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or
 - (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.
- (b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this subsection, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

Section 4.8. Academy Counsel. The Academy Board shall select, retain and pay legal counsel to represent the Academy. The Academy shall not retain any attorney to represent the Academy if the attorney or the attorney's law firm also represents the Academy's Educational Service Provider or any person or entity leasing real property to the Academy, if any.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board member positions as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. The Academy also shall assess pupil performance using all applicable testing that the Code or the Contract require. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of the student performances at the end of each academic school year or at such other times as the University Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- (b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The Academy Board shall select, retain and pay the Academy's independent auditor. The Academy Board shall not approve the retention of any independent auditor if that independent auditor or the auditor's firm is also performing accounting and/or auditing services for the Academy's Educational Service Provider, if applicable. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The University Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the Charter Schools Director shall review the contract amendment and make a recommendation to the University Board regarding whether the Academy's request for site expansion should be approved. A positive recommendation by the Charter Schools Director of the contract amendment shall include a determination by the Charter Schools Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. The University Board may consider the Academy Board's site expansion request contract amendment following submission by the Charter Schools Director of a positive recommendation. If the University Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The University Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University or the University Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this

Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the University Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the University Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7f by contract amendment pursuant to Article IX of these Terms and Conditions.

Section 6.17. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.18. New Public School Academies Located Within The Boundaries of A Community District. If the Academy is a new public school academy and either of the circumstances listed below in (a) or (b) apply to the Academy's proposed site(s), the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy has a substantially different governance, leadership and curriculum than the public school previously operating at the site(s):

- (a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.
- (b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part or section of the Code.

Section 6.19. Part 6A Blended Learning Opportunities. The Academy shall ensure requirements for Academy students enrolled in a blended learning course meet all Department requirements, including, but not limited to, pupil accounting requirements which may be described in the Department's Pupil Accounting Manual related to a Part 6A public school academy that provides blended learning opportunities to its students.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by Applicable Law.

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAW

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act (“FOIA”), the Public Employment Relations Act, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, the Persons with Disabilities Civil Rights Act, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. The Academy agrees to participate in state assessments, data collection systems, state level student growth models, state accountability and accreditation systems, and other public comparative data collection required for public schools. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the University Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the University Board delegates to the Charter Schools Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the Charter Schools Director, the University Board may consider and vote upon a change proposed by the Academy following an opportunity, if provided by the University Board, for a presentation to the University Board by the Academy.

Section 9.3. Process for Amendment Initiated by the University Board. The University Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The University Board delegates to the Charter Schools Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the University Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Charter Schools Director. If the proposed amendment conflicts with any of the University Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the University Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;
- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the University Board;
- (f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;
- (g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or

(h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed; Economic Hardship Termination. Except as otherwise provided in this Section 10.3, if the University Board is notified by the Department that an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the State's Automatic Closure Notice is received without any further action of the University Board or the Academy.

Following receipt of the State's Automatic Closure Notice, the Charter Schools Director shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice, including the granting of any hardship exemption by the Department rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the Department, in a form and manner determined by the Department.

If the Department rescinds the State's Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the Department's school improvement plan, if applicable, for the identified site(s).

If the Department elects not to issue a Pupil Hardship Exemption and the Charter Schools Director determines, in his or her discretion, that the closure of one or more sites as directed by the Department creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the Charter Schools Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The University Board's revocation procedures set forth in Section 10.6(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice or an Economic Hardship Termination under this Section 10.3.

Section 10.4. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request

termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Director shall present the Academy Board's request for termination to the University Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the University Board shall consider and vote on the proposed termination request. The University Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.5. Grounds and Procedures for University Termination of Contract. The University Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the University Board's action; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Director shall provide notice of the termination to the Academy. If during the period between the University Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.5, the revocation procedures in Section 10.6 shall not apply.

Section 10.6. University Board Procedures for Revoking Contract. The University Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The Charter Schools Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the Charter Schools Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Charter Schools Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to Section 10.6(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) University Board's Contract Reconstitution Provision. The Charter Schools Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with the Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; (iv) the appointment of a new Academy Board of Directors or a Conservator to take over operations of the Academy; or (v) closure of an Academy site(s). Reconstitution of the Academy does not prohibit the Department from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s).

(e) Request for Revocation Hearing. The Charter Schools Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the Charter Schools Director determines that any of the following has occurred:

(i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before the University Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Director's decision for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the University and the Academy. The Charter Schools Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Director or his or her designee and the Academy Board or its designee. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

(g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Department.

(h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is

made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be withheld by the University Board or returned to the Michigan Department of Treasury upon request. The University Board may also direct that a portion of the Academy's state school aid funds be directed to fund the Academy's Dissolution account established under Section 10.10 of these Terms and Conditions.

Section 10.7. Contract Suspension. The University Board's process for suspending the Contract is as follows:

(a) The Charter Schools Director Action. If the Charter Schools Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

- (i) has placed staff or students at risk;
- (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;
- (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;
- (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;
- (v) has willfully or intentionally violated this Contract or Applicable Law; or
- (vi) has violated Section 10.2(g) or (h), then the Charter Schools Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.6. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the Charter Schools Director to suspend the Contract, may be retained by the University Board for the Academy until the Contract is reinstated, or may be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall

proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.6(f) through (h).

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Washtenaw County, Michigan, the Michigan Court of Claims or the Federal District Court for the Eastern District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.9. Conservator; Appointment By University President. Notwithstanding any other provision of the Contract, in the event that the University President, in his or her sole discretion, determines that the health, safety and welfare of Academy students, property or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the Conservator for a definite term which may be extended in writing at his or her sole discretion. During the appointment, the Academy Board members and their terms in office are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

- (a) take into his or her possession all Academy property and records, including financial, board, employment and student records;
- (b) institute and defend actions by or on behalf of the Academy;
- (c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;
- (d) hire, fire, evaluate, and discipline employees of the Academy;
- (e) settle or compromise with any debtor or creditor of the Academy, including any governmental or taxing authority;
- (f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and

- (g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under this Contract or Applicable Law.

Section 10.10. Academy Dissolution Account. If the University Board terminates, revokes or fails to issue a new Contract to the Academy, the Charter Schools Director shall notify the Academy that, beginning thirty (30) days after notification of the University Board's decision, the University Board may direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively by the Academy to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the Charter Schools Director's notice, the Academy Board Treasurer shall provide the Charter Schools Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied. An intercept agreement entered into by the Academy and a third party lender or trustee shall include language that the third party lender or trustee acknowledges and consents to the funding of the Academy's dissolution account in accordance with this Contract. Any unspent funds remaining in the Academy's dissolution account after payment of all wind up and dissolution expenses shall be returned to the Academy.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan.

The Academy agrees to comply with all of the following:

- (a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

- (c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information (“CEPI”) the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
 - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.
- (e) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:
 - (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
 - (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy’s website.
 - (iii) Submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy’s website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the “first named insured” at all times the following insurance coverages:

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)	
NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better	
COVERAGE	REQUIREMENTS
General or Public Liability (GL)	<p>Must be Occurrence form.</p> <p>Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original University PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.</p> <p>Must include Corporal Punishment coverage. \$1,000,000 per occurrence & \$2,000,000 aggregate.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>University must be included as an Additional Insured with Primary and Non-Contributory Coverage.</p> <p>NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.</p>

<p>Errors & Omissions (E&O)</p>	<p>Must include Employment Practices Liability. Must include Corporal Punishment coverage. Must include Sexual Abuse & Molestation coverage. Must include Directors' & Officers' coverage. Must include School Leaders' E&O. Can be Claims Made or Occurrence form. If Claims Made, retroactive date must be the same or before date of original University-PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE. \$1,000,000 per occurrence & \$3,000,000 aggregate. In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured. University must be included as an Additional Insured with Primary and Non-Contributory Coverage.</p>
<p>COVERAGE</p>	<p>REQUIREMENTS</p>
<p>Automobile Liability (AL) for Owned and Non-Owned Autos</p>	<p>\$1,000,000 per accident. In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured. University must be included as Additional Insured with Primary and Non-Contributory Coverage. Higher limits are required if PSA/SDA/UHS/SOE has its own buses.</p>
<p>Workers' Compensation</p>	<p>Must be Occurrence form. Statutory Limits with \$1,000,000 Employers Liability Limits. Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF): NOTE: Must have Alternate Employer Endorsement from ESP/MF. Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract. NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability limits of \$1,000,000.</p>
<p>Crime</p>	<p>Must include Employee Dishonesty coverage. Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF): NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF, ESP/MF crime policy must include third party coverage naming PSA/SDA/UHS/SOE. \$500,000 limit.</p>

Umbrella	<p>Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.</p> <p>Umbrella is acceptable with a \$4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 limit.</p> <p>If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence.</p> <p>If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the \$1,000,000/\$3,000,000 for E&O then they must be in addition to the required Umbrella limit.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>University must be included as Additional Insured with Primary and Non-Contributory Coverage.</p> <p>All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&O.</p>
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ADDITIONAL RECOMMENDATIONS

COVERAGE	RECOMMENDATION
Property	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
Cyber Risk Coverage	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
Automobile Physical Damage	Coverage for damage to the owned or used vehicle.

DISCLAIMER: By requiring such minimum insurance, the University and M.U.S.I.C. shall not be deemed or construed to have assessed the risks that may be applicable to every PSA/SDA/UHS/SOE's operation and related activities. Each PSA/SDA/UHS/SOE should assess its own risks and if it deems appropriate and/or prudent, maintain higher limits and/or broader coverage.

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS - DEFINITIONS

Insurance Term	Definition
Alternate Employer Endorsement	An endorsement to a Workers' Compensation policy that provides an entity scheduled as an alternate employer with primary workers' compensation and employer's liability coverage as if it were an insured in the policy.
Auto Liability	Coverage for bodily injury or property damage to others incurred by operation of an owned or used motor vehicle.
Auto Physical Damage	Coverage for damage to the owned or used vehicle.

Claims Made	A policy that will provide coverage for a loss that is reported while the policy is in effect (as long as the loss occurs after the Retroactive Date). Once a Claims Made policy is allowed to expire, all coverage for prior losses ceases.
Commercial General Liability (CGL)	Coverage for claims for damages due to bodily injury or personal injury to any person or for damages to tangible property of others. University should always be included as an Additional Insured for CGL.
Corporal Punishment Coverage	Coverage for the policy holder against allegations of corporal punishment (deliberate infliction of pain as retribution for an offense, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable) to registered student(s), even when groundless, false, or frivolous.
Crime Coverage	Coverage for loss of money, securities, or inventory resulting from crime such as employee dishonesty, embezzlement, forgery, robbery, safe burglary, computer fraud, wire transfer fraud, counterfeiting and other criminal acts.
Cyber Liability	Please see below
Directors' & Officers' Errors & Omissions (D&O)	A form of E&O insurance paid on the behalf of directors and officers of a company (or paid for the company itself) to cover damages or defense costs in the event they are sued as individuals for an alleged Wrongful Act related to their organizational activities while they were with that company.
Educational Service Provider (ESP)	An ESP (a.k.a. Management Firm) is a firm hired by a PSA/SDA/UHS/SOE to manage the general operation of the PSA/SDA/UHS/SOE, including the hiring of its employees. In some cases, the PSA/SDA/UHS/SOE may obtain its employees via lease from the ESP.
Employer's Liability Insurance	Coverage for claims and damages due to bodily injury, occupational sickness, or disease or death of an employee when WC may not be an exclusive remedy.
Employment Practices Liability (EPL)	A form of broad insurance coverage that indemnifies the insured for any liability resulting from actual or alleged wrongful termination, sexual harassment, discrimination, or other employment-related claims made against the employer by employees, former employees, or potential employees. Depending on the policy, Employment Practices Liability Insurance can provide coverage for the PSA/SDA/UHS/SOE, its directors and officers, all employees, former employees, volunteers, temporary employees, applicants for employment, partners (professional firms), independent contractors, or outsourced employees.
Errors & Omissions (E&O)	A general term for liability insurance designed to indemnify the insured for an alleged wrongful act because of an error or oversight in conducting the insured's business.

First Named Insured	The person or entity listed first on the policy declarations page as an insured. This primary or first named insured is granted certain rights and responsibilities that do not apply to the policy's other named insureds.
Occurrence Form	With an "occurrence" based policy, even though the policy may have expired, provided the policy was in force at the time that the bodily injury or property damage occurred, a claim can still be made against it.
Primary & Non-Contributory Coverage	Stipulates the order in which multiple policies triggered by the same loss are to respond. For example, a PSA/SDA/UHS/SOE is required to provide liability insurance that is primary and non-contributory to the University that is named as an additional insured. This means the PSA/SDA/UHS/SOE must pay before other applicable policies (primary) and without seeking contribution from other policies that also claim to be primary (non-contributory).
Professional Liability Insurance	Coverage for claims for damages arising out of an error, omission, or negligent act in the performance of professional services.
Retroactive Date	A provision found in many Claims Made policies that eliminates coverage for injuries or damage that occurred prior to the specified Retroactive Date even if the claim is first made during the policy period.
School Leaders' Errors & Omissions	A Claims Made E&O coverage that indemnifies school entities, school boards, employees, student teachers and volunteers for school-related losses that are due to an error in oversight. Such claims could include alleged or actual breach of duty, neglect, errors, misstatements, misleading statements or omissions, including failure to educate.
Security/Police Professional Liability	Provides liability coverage for police officers and police departments, in conjunction with acts, errors, and omissions while performing their professional duties. Coverage includes such perils as false arrest and civil rights violations.
Sexual Abuse & Molestation Coverage	Coverage for the policy holder against allegations of sexual misconduct or molestation to registered student(s).
Statutory Limits (Workers' Compensation)	The minimum amount of Workers' Compensation coverage that is allowed by law.
Tail Coverage	A special liability insurance endorsement that can be purchased to extend a claims made policy beyond the end of the policy period.
Umbrella or Excess Liability	Additional coverage limits higher than (above) the limits of the primary General Liability and Auto policy limits to protect against catastrophic loss. Excess policies sometimes contain exclusions, so should be checked to ensure coverage is at least as broad as primary coverages.

Workers' Compensation (WC)	Coverage for claims under Michigan's WC Act or similar employee benefit act of any other state applicable to an employee. University should not be included as Additional Insured for WC coverage.
Wrongful Act	Any error, misstatement, misleading statement, act, omission, neglect, or breach of duty actually or allegedly committed or attempted by a director or officer, individually or otherwise, in his/her capacity as a director or officer of the PSA/SDA/UHS/SOE.

CYBER LIABILITY GUIDE

Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.

Network Security Liability: Liability to a third party as a result of a failure of your network security to protect against destruction, deletion, or corruption of a third party's electronic data, denial of service attacks against internet sites or computers; or transmission of viruses to third party computers and systems.

Privacy Liability: Liability to a third party as a result of the disclosure of confidential information collected or handled by you or under your care, custody or control. Includes coverage for your vicarious liability where a vendor loses information you had entrusted to them in the normal course of your business.

Crisis Management and Identity Theft Response Fund: Expenses to comply with privacy regulations, such as communication to and credit monitoring services for affected customers. This also includes expenses incurred in retaining a crisis management firm for a forensic investigation or for the purpose of protecting/restoring your reputation as a result of the actual or alleged violation of privacy regulations.

Cyber Extortion: Ransom or investigative expenses associated with a threat directed at you to release, divulge, disseminate, destroy, steal, or use the confidential information taken from the insured, introduce malicious code into your computer system; corrupt, damage, or destroy your computer system, or restrict or hinder access to your computer system.

Network Business Interruption: Reimbursement of your loss of income and / or extra expense resulting from an interruption or suspension of computer systems due to a failure of network security to prevent a security breach. Includes sub-limited coverage for dependent business interruption

Data Asset Protection: Recovery of costs and expenses you incur to restore, recreate, or recollect your data and other intangible assets (i.e., software applications) that are corrupted or destroyed by a computer attack.

Insurance carrier(s) must have an AM Best Rating of "A , VII" or better.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides

economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall have a provision included in all policies requiring notice to the University Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall submit within ten (10) days of insurance renewal “Acord” copies of the insurance certificate of liability insurance and public school academy insurance verification document to the Charter Schools Director or, upon request, submit copies of insurance policies binder sheets evidencing all insurance required by the Contract, and proof of naming University as additionally insured. The Academy shall properly maintain the necessary insurance certificates evidencing the insurance required by the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the University Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

If the Academy utilizes an Educational Service Provider, the following insurance requirements apply to the Educational Service Provider and such coverages must be secured prior to providing any services or personnel to the Academy:

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage
	Must include Corporal Punishment coverage
	\$1,000,000 per occurrence & \$2,000,000 aggregate
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
	NOTE: Strict Disciplinary Academies must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 per occurrence
COVERAGE	REQUIREMENTS
Errors & Omissions (E&O)	Must include Employment Practices Liability
	Must include Directors' and Officers' coverage
	Must include School Leaders' E&O
	Can be Claims Made or Occurrence form
	If Claims Made, Retroactive Date must be the same or before date of original University-PSA contract
	\$1,000,000 per occurrence & \$3,000,000 aggregate
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage

COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and Non-Owned Autos	\$1,000,000 per accident
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
	Higher limits may be required if PSA has its own buses
COVERAGE	REQUIREMENTS
Workers' Compensation	Must be Occurrence Form
	Statutory Limits
	NOTE: If PSA is leasing employees from ESP, ESP must have Employers' Liability with \$1,000,000 per occurrence AND Alternate Employer Endorsement naming PSA.
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Crime	Must include Employee Dishonesty coverage
	Must be Occurrence form
	\$500,000 per occurrence
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Umbrella	Can be Claims Made or Occurrence form
	\$2,000,000 per occurrence & \$4,000,000 aggregate
	If PSA has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
ADDITIONAL RECOMMENDATIONS	
COVERAGE	REQUIREMENTS
Property	Limits to cover replacement for PSA's property exposures, including real and personal, owned or leased
COVERAGE	REQUIREMENTS
Performance Bond (or Letter of Credit with Indemnification)	\$1,000,000 per claim/aggregate

Insurance carrier(s) must have an AM Best Rating of “A , VII” or better.

The University’s insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the University to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the University’s insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University’s insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the University Board, the University or any other authorizing body, or to enter into a contract that would bind the University Board or the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby agrees and covenants not to sue the University Board, the University, or any of its Trustees, officers, employees, agents or representatives for any matters that arise under this Contract. The University Board and the University do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board or the University, or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed lease agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and these Contract Terms and Conditions. The provision shall also provide that the lessor/ landlord shall have no recourse against the Academy or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent the lessor/ landlord from receiving lease payments owed prior to site closure or reconstitution, or relieve the Academy from paying any costs or expenses owed under the lease prior to site closure or reconstitution.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied

with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an Educational Service Provider contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into Schedule 7c of this Contract by amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

“Indemnification of Eastern Michigan University. The parties acknowledge and agree that the Eastern Michigan University Board of Regents, Eastern Michigan University and its members, officers, employees, agents or representatives (collectively referred to as “the University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless the University from and against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines penalties, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses imposed upon or incurred by the University, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with Eastern Michigan University Board of Regents’ approval of the Academy’s application, Eastern Michigan University Board of

Regents' consideration of or issuance of a Contract, the Academy Board's or the [insert name of Educational Service Provider's] preparation for and operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by the Academy Board or the [insert name of Educational Service Provider], or which arise out of the failure of the Academy Board or the [insert name of Educational Service Provider] to perform its obligations under the Contract, the Agreement or Applicable Law, as applicable. The parties expressly acknowledge and agree that the University, Eastern Michigan University Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement."

"Agreement Coterminous With Academy's Contract. If the Academy's Contract issued by the Eastern Michigan University Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."

"Compliance with Academy's Contract. [Insert name of Educational Service Provider] agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Eastern Michigan University Board of Regents. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Compliance with Section 503c. On an annual basis, the [insert name of ESP] agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Department. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement."

"Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507 and the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and [insert name of Educational Service Provider] shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution."

“Compliance with Section 12.17 of Contract Terms and Conditions. [Insert name of Educational Service Provider] shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.”

“Part 6A Blended Learning Opportunities. [Insert name of Educational Service Provider] shall ensure requirements for Academy students enrolled in a blended learning course meet all Department requirements, including, but not limited to, pupil accounting requirements which may be described in the Department’s Pupil Accounting Manual related to a Part 6A public school academy that provides blended learning opportunities to its students.”

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any Management Agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Contract and the Management Agreement must detail the type and amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP Policies. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

Section 11.13. K to 3 Reading. If the Academy offers kindergarten through third grade, the Academy Board shall comply with section 1280f of the Code, MCL 380.1280f. The Academy shall ensure that all required actions, notices and filings required under section 1280f, MCL 380.1280f, are timely completed. The Master Calendar shall be updated to include the requirements set forth in section 1280f, MCL 380.1280f.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the University Board:

Jolia Hill
Director of Charter Schools
310 Porter Hall
Eastern Michigan University
Ypsilanti, MI 48197

If to University Counsel:

Jeffrey E. Ammons
Associate General Counsel
11 Welch Hall
Eastern Michigan University
Ypsilanti, MI 48197

If to Academy:

Detroit Public Safety Academy
Board President Kamal Cheeks
1250 Rosa Parks Blvd.
Detroit, MI 48216

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the University Board.

Section 12.6. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for three (3) years until June 30, 2025, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the University Board as an authorizing body under Part 6A of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the

parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.15. University Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately, University Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the University Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

- (a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.
- (b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the University Board or its designee shall have no further obligations or responsibilities

under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.19. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code and applicable law.

Section 12.20. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board, subject to Section 12.23, shall not:

(a) sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This subsection does not apply to any of the following situations:

(i) for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;

(ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or

(iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.

(b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21. Disclosure of Information to Parents and Legal Guardians. Subject to Section 12.23:

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the

person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Department or CEPI;
- (ii) to the student's parent or legal guardian;
- (iii) by the Academy to the University Board, University, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the University;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the University Board, University, Charter Schools Office
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is 18 years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.22. List of Uses for Student Directory Information; Opt Out Form; Notice to Student's Parent or Legal Guardian.

- (a) Subject to Section 12.23, the Academy shall do all of the following:
 - (i) Develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.

- (ii) Develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for 1 or more Uses.
- (iii) Present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
- (iv) If an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's directory information in any of the Uses that have been opted out of in the opt-out form.

(b) The terms "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.23. Confidential Address Restrictions.

(a) The Academy shall not disclose the confidential address of a student if the student or the student's parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card, in a form and manner prescribed by the Michigan Department of Education.

(b) The term "confidential address" shall have the meaning as defined in MCL 380.1136.

Section 12.24. Partnership Agreement. If the Department and State Reform Office impose a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, the State Reform Office and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

Section 12.25. Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under section 1308 of the Code, MCL 380.1308. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under section 1313 of the Code, MCL 380.1313.

Section 12.26. Criminal Incident Reporting Obligation. Within twenty-four (24) hours after an incident occurs, the Academy shall provide a report to the Michigan State Police, in a form and manner prescribed by State Police, either of the following: (i) an incident involving a crime that must be reported under section 1310A(2) of the Code, MCL 380.1310A(2); or (ii) an incident, if known to the Academy, involving the attempted commission of a crime that must be reported under section 1310A(2) of the Code, MCL 380.1310A(2). Failure to comply may result in the Academy being ineligible to receive any school safety grants from the Michigan State Police for the fiscal year in which the noncompliance is discovered by State Police.

Section 12.27. Academy Emergency Operations Plan.

(a) Beginning in the 2019-2020 school year, and at least biennially thereafter, the Academy shall, in conjunction with at least 1 law enforcement agency having jurisdiction over the Academy, conduct either (i) a review of the Academy's emergency operations plan, including a review of the vulnerability assessment; or (ii) a review of the Academy's statewide school safety information policy, as applicable.

(b) Not later than January 1, 2020, the Academy shall either (i) develop an emergency operations plan for each school building, including recreational structure or athletic field, operated by the Academy with input from the public; or (ii) adopt a statewide school safety information policy under section 1308 of the Code, MCL 380.1308. The emergency operations plan or statewide school safety information policy shall comply with section 1308B(3) of the Code, MCL 380.1308B(3). Within thirty (30) days, the Academy shall provide to the Department, in a form and manner determined by the Department, notice of the adoption of an emergency operations plan or the completion of an emergency operations plan review, as applicable.

Section 12.28. School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission created under Section 5 of the Comprehensive School Safety Plan Act created under Public Act 548 of 2018, MCL 28.805 and the Office of School Safety created under MCL 28.681. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

Section 12.29. New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

Section 12.30. Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

(a) prepare and submit to the Superintendent, in a form and manner prescribed by the Superintendent, a report stating the number of pupils expelled from the Academy during the immediately preceding school year, with a brief description of the incident causing each expulsion;


(b) post on its website, in a form and manner prescribed by the Superintendent, a report on the incidents of crime occurring at schools operated by the Academy. Each school building shall collect and keep current on a weekly basis the information required for the website report, and must provide that information, within seven (7) days upon request; and

(c) make a copy of the report on the incidents of crime, disaggregated by school building, available to the parent or legal guardian of each pupil enrolled in the Academy.

<<*Signatures on Following Page*>>

As the designated representative of the Eastern Michigan University Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

**EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS**


By:  *EMU President*

[Insert Name/ Title]

Date: July 1, 2022

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

Detroit Public Safety ACADEMY

By: 

Detroit Public Safety Academy Board Designee

Date: July 1, 2022

CONTRACT SCHEDULES

Schedules

Articles of Incorporation1

Bylaws2

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CONTRACT SCHEDULE 1

Articles of Incorporation



Form Revision Date 07/2016

ANNUAL REPORT

For use by DOMESTIC NONPROFIT CORPORATION

(Required by Section 911, Act 162, Public Act of 1982)

The identification number assigned by the Bureau is: 800934916

Annual Report Filing Year: 2021

1. Corporation Name:
DETROIT PUBLIC SAFETY ACADEMY

2. The street address of the corporation's registered office and the name of the resident agent at that office:

1. Resident Agent Name: MELINDA BENKOVSKY

2. Street Address: 2125 UNIVERSITY PARK DRIVE

Apt/Suite/Other:

City: OKEMOS

State: MI Zip Code: 48864

3. Mailing address of the corporation's registered office:

P.O. Box or Street Address: 2125 UNIVERSITY PARK DRIVE

Apt/Suite/Other:

City: OKEMOS

State: MI Zip Code: 48864

5. Provide the names and business or residence addresses of the corporation's board of directors and its president, treasurer, and secretary:

Title	Name	Residence or Business Address
PRESIDENT	KAMAL CHEEKS	
TREASURER	TODD BETTISON	
SECRETARY	HAZEL WHITE	
DIRECTOR	KEN DETTLOFF	
DIRECTOR	HAZEL WHITE	
DIRECTOR	ROLANDA WILLIAMS	
DIRECTOR	DANIELLE LANG	
DIRECTOR	CHARLES SIMMS	

6. Describe the purposes and general nature and kind of business in which the corporation engaged in during the year covered by this report:
PUBLIC SCHOOL ACADEMY

Signed this 30th Day of September, 2021 by:

Signature	Title	Title if "Other" was selected
Melinda Benkovsky	Authorized Agent	

By selecting ACCEPT, I hereby acknowledge that this electronic document is being signed in accordance with the Act. I further certify that to the best of my knowledge the information provided is true, accurate, and in compliance with the Act.

 Decline  Accept

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS

FILING ENDORSEMENT

This is to Certify that the 2021 ANNUAL REPORT

for

DETROIT PUBLIC SAFETY ACADEMY

ID Number: 800934916

received by electronic transmission on September 30, 2021 , ***is hereby endorsed.***

Filed on September 30, 2021, ***by the Administrator.***

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 30th day of September, 2021.



***Linda Clegg, Director
Corporations, Securities & Commercial Licensing Bureau***

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES			
Date Received	(FOR BUREAU USE ONLY)		
	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.		
Name Joseph B. Urban			
Address 151 S. Old Woodward Avenue, Suite 200			
City	State	Zip Code	EFFECTIVE DATE:
Birmingham	MI	48009	

Document will be returned to the name and address you enter above.
If left blank document will be mailed to the registered office.

71178N

RESTATED ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations
(Please read information and instructions on the last page)

The present name of the corporation is: **Detroit Public Safety Academy.**

The Identification Number Assigned by the Bureau is **7118N.**

There are no former names of the corporation.

The date of filing of the original Articles of Incorporation was **September 5, 2012.**

The following Restated Articles of Incorporation supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation:

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 etseq., and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 etseq. of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is: **Detroit Public Safety Academy.**

The authorizing body for the corporation is: **The Board of Regents of Eastern Michigan University (“University Board”).**

ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code (“IRC”) or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract to charter a public school academy (“Contract”) authorized under the Code.

ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: \$0.

Personal Property: \$0

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE IV

The resident agent at the registered office: **Mr. Khari Wheeler.**

The address of the registered office is: **18034 Muirland, Detroit, MI 48221.**

ARTICLE V

The names and addresses of the incorporators are as follows:

Sara Robinson	18034 Muirland, Detroit, MI 48221
Kamal Cheeks	18034 Muirland, Detroit, MI 48221
Antonio Boatwright	18034 Muirland, Detroit, MI 48221

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, MCL 691.1407.

ARTICLE VIII

Before the issuance of a Contract to the corporation by the University Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the University Board as required by the Code.

ARTICLE IX

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE X

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE XI

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XII

These Articles of Incorporation shall not be amended except by the process provided in the Contract issued to the corporation by the University Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the Charter Schools Office Director, the University Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University Board by the corporation.

At any time and for any reason, the University Board or an authorized designee may propose changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the University Board upon a majority vote of the corporation's Board of Directors.

Amendments to the Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board or its designee and filed with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the University Board's or its designee's approval of the amendment.

ARTICLE XIII

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Articles of Incorporation.

ADOPTION OF ARTICLES

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out its purposes until the University Board issues a contract to operate a public school academy and the contract is executed by designated representatives of the corporation and the University Board.

ARTICLE XV

The Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Article II unless/or until the Board of Regents issues to the Academy Board a contract to operate as a public school academy, and the contract is executed by both the Academy Board and the Board of Regents.

These Restated Articles of Incorporation were duly adopted on the 7th day of April, 2013 in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate, and do further amend the provisions of the Articles of Incorporation and were duly adopted by the written consent of all the directors pursuant to Section 525 of the Act as the corporation is organized on a directorship basis.

Signed this 7th day of April, 2013.

A black rectangular redaction box covering the signature of the Vice-President.

By:

(must be President or Vice-President)

Sarah Robinson, Vice- President

Type or print name and title

Name of person or organization
remitting fees:

Joseph B. Urban
Clark Hill PLC

Preparer's name and business
telephone number:

Joseph B. Urban
(248)988-1829

INFORMATION AND INSTRUCTIONS

1. This form may be used to draft your Articles of Incorporation. A document required or permitted to be filed under the act cannot be filed unless it contains the minimum information required by the act. The format provided contains only the minimal information required to make the document fileable and may not meet your needs. This is a legal document and agency staff cannot provide legal advice.
2. Submit one original of this document. Upon filing, the document will be added to the records of the Bureau of Commercial Services. The original will be returned to your registered office address, unless you enter a different address in the box on the front of this document.

Since this document will be maintained on electronic format, it is important that the filing be legible. Documents with poor black and white contrast, or otherwise illegible, will be rejected.

3. This document is to be used pursuant to the provisions of Act 162, P.A. of 1982, by one or more persons for the purpose of forming a domestic nonprofit corporation.
4. Article II – The purpose for which the corporation is organized must be included. It is not sufficient to state that the corporation may engage in any activity within the purposes for which corporations may be organized under the Act.
5. Article III – the corporation must be organized on a stock or nonstock basis. Complete Article III(2) or III(3) as appropriate, but not both. Real property assets are items such as land and buildings. Personal property assets are items such as cash, equipment, fixtures, etc. The dollar value and description must be included. If there is no real and/or personal property, write in "none".
6. A domestic nonprofit corporation may be formed on either a membership or directorship basis. A membership corporation entitles the members to vote in determining corporate action. If organized on a directorship basis the corporation may have members but they may not vote and corporate action is determined by the Board of Directors.
7. Article IV – A post office box may not be designated as the address of the registered office. If the address includes a suite number, add the name of the business and the suite number to ensure proper mail delivery.
8. Article V – The Act requires one or more incorporators. Educational corporations are required to have at least three (3) incorporators. The address(es) should include a street number and name (or other designation), city and state.
9. This document is effective on the date endorsed "filed" by the Bureau. A later effective date, no more than 90 days after the date of delivery, may be stated as an additional article.
10. The Articles must be signed in ink by each incorporator listed in Article V. However, if there are 3 or more incorporators, they may, by resolution adopted at the organizational meeting by a written instrument, designate one of them to sign the Articles of Incorporation on behalf of all of them. In such event, these Articles of Incorporation must be accompanied by a copy of the resolution duly certified by the acting secretary at the organizational meeting and a statement must be placed in the articles incorporating that resolution into them.
11. **FEES:** Make remittance payable to the State of Michigan. Include corporation name on check or money order.

FILING AND FRANCHISE FEE..... **\$20.00**

To submit by mail:

Michigan Department of Labor & Economic Growth
Bureau of Commercial Services
Corporation Division
P.O. Box 30054
Lansing, MI 48909

To submit in person:

2501 Woodlake Circle
Okemos, MI
Telephone: (517) 241-6470

Fees may be paid by VISA or Mastercard when delivered in person to our office.

MICH-ELF (Michigan Electronic Filing System):
First Time Users: Call (517) 241-6470, or visit our website at <http://www.michigan.gov/corporations>
Customer with MICH-ELF Filer Account: Send document to (517) 636-6437.

DLEG is an equal opportunity employer/program. Auxiliary aids, services and other reasonable accommodations are available upon request to individuals with disabilities.

New expedited services beginning January 1, 2006.

Expedited review and filing, if fileable, is available for all documents for profit corporations, limited liability companies, limited partnerships and nonprofit corporations.

The expedited service fees are in addition to the regular fees applicable to the specific document:

Please complete a separate BCS/CD-272 form for expedited service for each document via in person, mail and MICH-ELF.

24-hour service- \$50 for formation documents and applications for certificate of authority.

24-hour service-\$100 for any document concerning an existing entity.

Same day service

- **Same day- \$100 for formation documents and applications for certificate of authority.**
- **Same day- \$200 for any document concerning an existing entity**

Review completed on day of receipt. Document and request for same day expedited service must be received by 1 p.m. EST or EDT.

- **Two hour- \$500**

Review completed within two hours on day of receipt. Document and request for two hour expedited service must be received by 3 p.m. EST or EDT.

- **One hour- \$1000**

Review completed within one hour on day of receipt. Document and request for 1 hour expedited must be received by 4 p.m. EST or EDT.

First time MICH-ELF user requesting expedited service must obtain a MICH-ELF filer number prior to submitting a document for expedited service. BCS/CD-901

Changes to information on MICH-ELF user's account must be submitted before requesting expedited service. BCS/CD-901

Rev 8/06

CONTRACT SCHEDULE 2

Bylaws

BYLAWS
OF
DETROIT PUBLIC SAFETY ACADEMY

ARTICLE I
NAME

This organization shall be called Detroit Public Safety Academy (the “Academy” or “Corporation”).

ARTICLE II
FORM OF CORPORATION

The Academy is a governmental entity, organized as a non-profit, non-stock, directorship corporation.

ARTICLE III
OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Detroit, County of Wayne, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Commercial Services and reported to the Charter Schools Office.

ARTICLE IV
BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by the Academy Board of Directors (“Academy Board”). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code (“Code”). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. University Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal,

resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the resolution adopted by The Board of Regents of Eastern Michigan University (the “University Board”).

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the State of Michigan. The Corporation shall provide notice of all special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum present at a duly called meeting of the Academy Board. A “quorum” shall be defined as follows:

<u># of Academy Board positions</u>	<u># required for Quorum</u>
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

Section 4. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director’s personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director’s attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

ARTICLE VI

COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 5. President. The President of the Corporation shall be a member of the Academy Board. The President of the Corporation shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex officio member of any standing committees and when designated by the Academy Board, Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Corporation shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other

Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the Corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year.

ARTICLE XI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the University President or her designee. In the event that a proposed change is not accepted by the University President or her designee, the University Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the University Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the University Board or its designee.

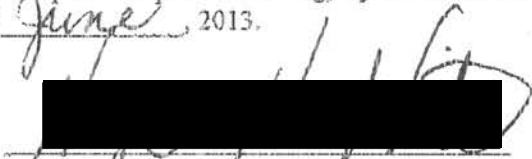
ARTICLE XII

CONTRACT DEFINITIONS

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by unanimous consent of the Academy Board on the 10th day of June, 2013.


Secretary

CONTRACT SCHEDULE 3

Fiscal Agent Agreement

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Eastern Michigan University Board of Regents ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Detroit Public Safety Academy, a public school academy (the "Academy").

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward to the Academy any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Eastern Michigan University as designated by the University Board who receives State School Aid Payments on behalf of the Academy and forwards such payments to the Academy.

"Other Funds" means any other public or private funds which the Academy receives and for which the University Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments and forwarding such payments to the Academy. By separate agreement, the University Board and the Academy may also agree that the University Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the University Board on behalf of the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

Section 2.05. Prior University Review Required for Certain Financial Transactions. The Academy is required to fully comply with Section 3.7 of this Contract's Terms and Conditions.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy. In the event an overpayment of any kind is made to the Academy by the Fiscal Agent, the Academy shall be directly responsible for reimbursing the Fiscal Agent.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and make available to the Academy within thirty (30) days of September 30th, and annually thereafter, a written report dated as of September 30th, summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State for the benefit of the Academy and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Section 6.03. Withholding of State Aid Funds. Notwithstanding any other provisions contained in this Contract, at its sole discretion, Eastern Michigan University, acting in its capacity as Authorizer and Fiscal Agent, and within permissible parameters as prescribed by the Code, may elect to increase its administrative fee up to 3% of the *total* state school aid received by the Public School Academy for all or any portion of the entire school year and thereafter, whenever any amount of state school aid is withheld as a result of the Public School Academy's failure to comply with any requirements of Federal, State or Local law or regulation.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Eastern Michigan University Board of Regents to **Detroit Public Safety Academy**.

BY: _____

_____, Director

Bureau of Bond Finance
Michigan Department of Treasury

Date: _____, 2022

CONTRACT SCHEDULE 4

Oversight Agreement

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by The Board of Regents of Eastern Michigan University ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to **Detroit Public Safety Academy** (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the University Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the University Board's oversight responsibilities set forth in Section 2.01 of this Schedule 4.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the University Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the University Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually, or as needed, between the Academy Board of Directors and a designee of the University Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the University Board or its designee.
- j. Evaluate whether mandated assessment programs are or have been appropriately administered to the Academy's student population.

k. Perform such other duties and responsibilities, in its sole discretion, which it deems necessary in order to conduct oversight of the Academy's compliance with this Contract, the Code and other applicable law.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements and the Epicenter Compliance Calendar adopted by the Charter Schools Office. The Master Calendar or Compliance Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.

b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.

c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.

d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to the CSO Director and counsel for the University Board as designated in Article XII of the Terms and Conditions.

e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.

f. Provide proposed Academy Board meeting agenda to the Charter Schools Office at least five (5) days prior to the Academy Board meeting. Provide approved agendas and minutes of all Academy Board of Directors' meetings to the University Charter Schools Office no later than ten (10) days after such items are approved.

g. Submit to the Charter Schools Office within ten (10) days of insurance renewal copies of the "ACORD" insurance certificate/s of liability insurance. Provide upon request by the Charter Schools Office, and in the manner requested, the Academy's insurance verification document and copies of insurance policies evidencing all insurance as required by the Contract. Provide upon request by the Charter Schools Office, or in accordance with the Epicenter Compliance Calendar, copies of all insurance required by the Contract to an independent insurance reviewer.

h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.

- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.

- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

- k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

- l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Charter Schools Office' ESP Policies, the Contract and the Code.

- m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

- n. Prior to the issuance of this Contract, the Academy Board shall provide the Charter Schools Office with a copy of the description of staff responsibilities for employees of the Academy for inclusion in the Contract.

- o. Prior to July 1 of each year, the Academy Board shall approve and submit an operating school budget. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; and (iii) any start-up expenses incurred by the Academy. The Academy will prepare and adopt its operating budget and all subsequent budget revisions in a form and manner prescribed by law and the Michigan Public School Accounting Manual. Within ten (15)

days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within its transparency section, accessible to the public.

p. Submit proof annually that the Academy is employing classroom teachers who meet the certification requirements set forth in Part 22 of the Revised School Code, and may only use non-certified teachers when allowed by law. Before the Academy hires non-certified teachers, it shall notify EMU in writing of its intent to do so no less than 15 days before it takes such action. The Academy shall employ certified administrators and chief business officials as required by law.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar and Epicenter Compliance Calendar, the dates in the Master Calendar and Epicenter Compliance Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The University Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The University Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the University or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the University Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the University Board by this Agreement.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities

19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

CONTRACT SCHEDULE 5

Description of Staff Responsibilities



THE LEONA GROUP

Academic Interventionist

Job Description

Employer: The Leona Group

Job Title: Academic Interventionist

Department: School

FLSA Status: Exempt

Reports to: School Leader

Required: Must pass a criminal background check

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Create an environment that is conducive to learning, including classroom, small-group, one-on-one, and other instructional settings.
- Plan academic interventions to meet the needs of individual students, as defined by their eligibility for interventions and by planning cooperatively with general education classroom teachers. Independently and in cooperation with classroom teachers, develop effective strategies, tools, activities and settings for delivery of academic interventions. May provide interventions independently or in conjunction with other staff members, depending on the needs of individual students or groups of students. Will frequently adjust the place, setting and form of instructional activities in order to meet student needs.
- Establish clear objectives for all interventions, either independently or in conjunction with classroom teachers or teaching teams, along with related assessments; ensure that interventions are aligned with state curriculum, school-wide curriculum goals, specific program goals, and teacher lesson plans as applicable.
- Evaluate student data frequently, independently and in conjunction with classroom teachers, to ensure interventions are having the desired effect, or to plan for adjustments as needed.
- Maintain accurate and complete records including individual student records of interventions performed, student progress, and any other funding-related record keeping required.

Athletic Coach
Job Description

Employer: The Leona Group

Job Title: Athletic Coach

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Implement the Academy's program in one or more intra- or inter-mural sports. Instruct student-athletes in proper technique, ensure student safety and health, coordinate competitive events and practices, and support the Academy's mission with respect to student participation in extracurricular programs. If the school has an Athletic Director, these duties may be performed under the Director's supervision.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Schedule and/or conduct practices, games/meets, and other activities. Organize practice time to provide both individual and team development. Teach the skills, techniques, rules, regulations, and equipment of the sport.
- May coordinate and supervise the work of assistant coaches, chaperones, parent volunteers or others. May assist in hiring and training other coaches.
- Hold organizational meetings for team prospects and encourage potential athletes to participate in the sport.
- Assess players' skills and assign positions. Observe players to determine needs for individual or team improvement.
- Serve as an adult role model for student athletes; demonstrate, through words and actions, a good example for young people, upholding the school's values and principles. Ensure coaching staff and players maintain appropriate conduct toward other players, officials, and spectators.
- Ensure students use proper techniques and develop skills and proficiency in their chosen sport. Promote positive competition among and between student athletes.
- Ensure student athletes are physically able to participate; promptly address student injuries or health problems; communicate with office and parents about any incident or injury.
- Independently or as directed, coordinate travel, meets, competitions and other events where student athletes will be participating. Schedule travel efficiently and effectively. Develop positive relationships with coaches and administrators in other schools and districts.
- With school leadership, determine criteria for athletic-related awards. Participate in special activities such as parents' night, banquets, award ceremonies, and assemblies.
- Ensure that all students who participate in sports activities are eligible to do so based on school rules and policies, as well as the rules and policies of any appropriate governing body such as the MHSAA. Maintain appropriate documentation.
- Uphold the school code of conduct while student athletes are participating in sports events both 'at home' and 'away'. Communicate expectations to athletes and families.

- Implement consistent discipline among student athletes for infractions. Communicate with school office and administration about any issues relating to student injury, disciplinary concerns, behavior infractions, other relevant issues.
- Account for time worked (Coaches are typically paid on a stipend basis for a season but are expected to keep track of time worked throughout the season.)
- Adhere to all school policies regarding handling of financial matters. Promptly deposit any cash or other receipts; obtain receipts for payments made; maintain proper inventory of equipment; document concessions activities and receipts if applicable. If needed for travel, to pay vendors/ referees, or for other expenses, make purchase requests in sufficient time for processing.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Expertise in the sport to be coached, as acquired through prior experience as a player, coach, instructor, or other relevant experience. Familiarity with the sport's history, rules, regulations, strategies and techniques.
- First Aid and CPR certification.
- Demonstrated ability to interact professionally with student athletes, their families, spectators, officials, fellow coaches, coaching authorities, and others, as acquired through prior experience.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- 1 to 3 years experience preferred.

Behavioral Coordinator
Job Description

Employer: The Leona Group

Job Title: Behavioral Coordinator

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Work collaboratively with the teacher, school leader, social worker and parents to support implementation of behavioral interventions as needed to assist students in the classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Assist students with daily behavior objectives.
- Attend parent/teacher conferences.
- Work cooperatively with other school staff to provide learning opportunities for children.
- Help maintain discipline and facilitate a Positive Peer Culture.
- Observe and document student behaviors for program adherence.
- Follow written and verbal directions from supervision.
- Manage multiple concurrent projects.
- Team with the Academy social workers, school leader and assistant school leader in the development and implementation of student behavior management activities.
- Provide feedback to school personnel based on classroom observation.
- Other duties may be assigned.

QUALIFICATIONS

- Basic abilities to read and write to enable the employee to understand instructions and procedures as acquired through a high school diploma or equivalent coursework, experience and/or training.
- Evidence of successful experience in student relations.
- Experience with the non-instructional supervision of children in an educational or similar setting.
- Ability to maintain a professional working relationship with others.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- Preferred 1 to 3 years experience

Behavior Interventionist
Job Description

Employer: The Leona Group

Job Title: Behavior Interventionist

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist other school personnel in creating a positive and productive teaching/learning environment by working with the student on accomplishing specific behavior goals while in communication with the school social worker, assistant school leader, and parents for a successful educational environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Assist students with daily behavior objectives.
- Attend parent/teacher conferences.
- Work cooperatively with other school staff to provide learning opportunities for children.
- Help maintain discipline and facilitate a Positive Peer Culture.
- Observe and document student behaviors for program adherence.
- Follow written and verbal directions from supervision.
- Manage multiple concurrent projects.
- Provide consultation to parents/guardians and staff regarding student counseling sessions.
- Develop support services activities for students designed to strengthen their academic performance as well as their adjustment to school and life such as Big Brothers/Big Sisters, drug awareness activities, character education, etc.
- Team with the Academy social workers, school leader and assistant school leader in the development and implementation of student behavior management activities.
- Provide referrals to appropriate professionals in the school and/or the outside community.
- Provide feedback to school personnel based on classroom observation.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Bachelor's degree desired but not required
- Must be certified as a Behavioral Interventionist
- Must meet No Child Left Behind requirements for Paraprofessionals (specifically an associate's degree, 60 college credits, or passing scores on a Michigan Department of Education approved test).
- Demonstrated proficiency in a teaching/tutoring capacity.
- Evidence of successful experience in employee, student, and parent relations.
- Conflict, Prevention and Intervention (CPI) Training desired but not required.

- Knowledge of Positive Peer Culture Model and the goals of the model desired, specifically creating a safe, welcoming, and respectful school climate and positive peer culture that helps student attachment to school and counter harassment and other negative behaviors.
- Ability to de-escalate emotionally charged individuals.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- Preferred 1 to 3 years experience.

Bus Driver
Job Description

Employer: The Leona Group

Job Title: Bus Driver

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

- Transport students safely to and from school or to school-sponsored activities. Maintain safe and clean bus conditions, keep necessary records, and communicate effectively with parents, students and staff about transportation-related matters

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Drive the school bus or other assigned vehicle to transport students between home and school or on school-sponsored activities. Adhere to transportation schedule so that students arrive on time to school or home. Follow all assigned traffic rules, safety procedures, and school expectations for transportation program.
- Report any incidents, accidents, or safety concerns to school administration. Complete related incident reports and comply fully with any accident investigation, insurance claim processing, safety checks, or other inquiries.
- Participate in any necessary safety drills, driver training, certification procedures, or other steps required to maintain driving credentials. Submit to random drug tests as required according to U.S. Department of Transportation requirements.
- Implement student procedures to ensure safety on the bus. Make necessary reports to parents and administrators when student behavior is a concern.
- Communicate professionally with students and parents regarding student needs or concerns; provide timely notice to parents and administrators in the event of any deviations from transportation schedule.
- Maintain a high level of cleanliness on assigned vehicle(s).
- Notify administrator of any necessary repairs or maintenance on assigned vehicle(s).
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Basic writing, reading and communications skills as acquired through a high school diploma or higher. Able to read and understand transportation instructions, traffic regulations and signs, and to make written and oral reports to supervisors.
- Prior experience in driving a bus or commercial vehicle preferred.

- Valid driver's license with appropriate endorsements; clear driver medical examination; and required driver training.
- Clear fingerprint-based background check including motor vehicle record to enable the individual to be covered through the school's insurance regarding student transportation.
- Able to communicate professionally and politely with students and parents even in stressful situations such as when the bus is delayed or when an accident has occurred; able to exercise appropriate supervision of students on the bus and to maintain order and discipline.
- Able to comply with routine safety procedures such as vehicle checks, end-of-shift sweep, and others.
- Clean pre-employment drug test and willingness to submit to both random and post-accident drug testing.
- Preferred 1 to 3 years experience.

Core Team Leader

Job Description

Employer: The Leona Group

Job Title: Core Team Leader

Department: School

FLSA Status: Exempt

Reports to: Executive Vice President Midwest

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Supervise a cluster of charter school academies, providing the leadership and managerial expertise necessary to assure the overall success of each school. Facilitate effective communication between schools, support departments, authorizers, students and families, staff, school boards, and other constituencies.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Ensure that all aspects of school operations comply with state laws and regulations, as well as with academy contracts and policies. Establish effective systems to gather key benchmarks/data, ensure monitoring, and work with the Core Team to intervene to solve problems as needed.
- Supervise, train, and guide School Leader(s) in developing and achieving each academy's educational plan, consistent with the educational goals adopted by the board, state or federal authorities, authorizer/sponsor, applicable law, and any other guiding principles and regulation. Evaluate the progress of school leaders and any other assigned staff members toward the attainment of school and corporate goals.
- Ensure proper implementation of school plans, including instructional and financial plans, and accomplishment of goals.
- As needed, assume key roles in applications for new charters, school start-ups, negotiation of contracts, development of new relationships and new markets, charter re-authorization, and others.
- Manage the relationships between academies, authorizers and boards; maintain effective communication between and among parties; bring resources to bear as needed.
- Participate in corporate planning.
- Address and facilitate resolutions of conflicts.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Sophisticated abilities in communicating, by action, demeanor, and relationships with others, the organization and each school's mission and vision; ability to persuade key audiences; able to engage others in the organization to deliver core messages and to motivate them to do the same.
- A master's degree or higher in business, administration, curriculum/instruction or an academic area desired, providing expertise in supervision, leadership, and program oversight; or equivalent combination of education and experience to provide the necessary skills.
- 10 or more years managerial experience, demonstrating a high level of skill in supervising a staff and managing high-level and complex projects.
- A high level of initiative and the ability to manage short- and long-term projects.
- Strong understanding of school finances, to effectively supervise leaders in managing academy budgets in collaboration with other departments and with the academy board.
- Evidence of successful experience in public relations. Excellent ability to reach out to diverse elements of the school, local, and Leona community; form and sustain positive relationships; and promote the school and the organization to prospective clients.
- Ability to create and nurture effective teams, encompassing administration, curriculum, support services, and all other key areas.
- Excellent analytical skills; able to absorb, synthesize and respond to data from multiple diverse sources.

Custodian
Job Description

Employer: The Leona Group

Job Title: Custodian

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Responsible for keeping the school site and school materials clean and in good working order; identify potentially unsafe situations, and keep the physical plant and surrounding areas clean and free of debris.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Implement the directives of the School Leader or other designated supervisor with respect to cleaning the academy facility. May include cleaning classrooms, common areas, offices, restrooms, or any inside or outside area of the school building and grounds.
- Perform outside maintenance, depending on weather conditions and needs, including snow shoveling.
- Report concerns about safety or health as related to the academy facility to the School Leader; whenever possible, immediately correct potentially unsafe situations in order to avoid injury to self, staff, students, visitors and others.
- Follow established guidelines related to universal precautions including blood-borne pathogens procedures.
- May be responsible for ordering or purchasing cleaning materials or other supplies related to custodial work; follow procedures to ensure expenditures are properly documented and academy funds are properly handled.
- Work cooperatively with other staff members in completing assignments. May be responsible for coordination of work with facility landlord, if applicable.
- Preferred 1 to 3 years experience.
- Other duties as assigned.

PHYSICAL REQUIREMENTS

- Able to perform custodial duties including sweeping, mopping, vacuuming, and removing trash, which entails:
- Lifting up to 40 pounds daily
- Bending and twisting frequently throughout the work day in order to mop, sweep and perform other cleaning duties.

REQUIRED QUALIFICATIONS

- Basic reading, writing and speaking skills to enable staff members to understand and carry out supervisory instructions and to read and understand health and safety information (for example Material Safety Data Sheets).

- Ability to organize work to meet daily deadlines.
- May be required to work afternoon or evening shifts, depending on academy needs.

Dropout Prevention Coordinator
Job Description

Employer: The Leona Group

Job Title: Dropout Prevention Coordinator

Department: School

FLSA Status: Non-exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Implements the district's dropout prevention initiatives in conjunction with providing support services in areas such as student attendance, community and parent involvement.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Collect, interpret and use student attendance data to develop strategies addressing dropout prevention.
- Collaborate with Health and Social Service Coordinator, Guidance Counselor, and student support personnel to address alternative educational placement opportunities for students. Explore alternative placement options within the district for students at risk of dropping out of school. Assist students in transferring to alternative placements within the district with administration approval.
- Maintain a collaborative network among school guidance counselors, attendance clerk, parent coordinator, and school based services support.
- Assist Counseling Department, when needed, to develop skills through peer mediation to assist students to solve their own conflicts responsibly and constructively and to increase their self-esteem, critical thinking and communication skills.
- Research model programs and funding opportunities for dropout prevention. Summarize, interpret, and disseminate current developments in dropout prevention through reading of professional journals, participation in professional development, and involvement in professional organizations.
- Act as school liaison to Department of Human Services referring all Child Protective issue to the Social Worker. Notify appropriate personnel immediately of suspected substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Provide a nurturing, supportive, and positive climate that encourages student responsibility, using positive motivation, clear routines, and effective management techniques. Maintain appropriate professional rapport with students to earn their respect and facilitate their success. Seek assistance of the parents and the School Leader when needed.

- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
- Ensure the safety and health of all students, notifying the administration of any unsafe health concerns.
- Complete in a timely fashion all records and reports as required by law and regulation or requested by the School leader. Maintain accurate attendance monitoring records and logs.
- Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
- Coordinate with teachers for students who need tutoring to prevent failing and dropout. Directly provide after-school tutoring services to students who are deficient in Math, Reading, and Writing.
- Recommend to the School leader the supplies and equipment needed to support dropout prevention efforts and assist with ordering, following established procedures.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Other duties deemed as assigned.

REQUIRED QUALIFICATIONS

- Good professional business communications skills including ability to write effective business materials, make presentations, and conduct research, as acquired through college coursework in a discipline such as education, social work, human services, etc.
- Demonstrated ability to display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school, as acquired through prior experience or training.
- Demonstrated ability to organize, implement and monitor programs such as truancy prevention, community partnerships, after-school tutoring, family communications, and others, as acquired through prior experience in truancy prevention or similar efforts.
- Familiarity with student database systems including Admin Plus System
- Basic proficiency in office management and software including Word, Excel, Google, Outlook and others.
- “Highly qualified” status to provide instructional support, which could include an associate's degree, 60 college credits completed, or completion of the WorkKeys assessment of reading, writing and math skills.
- Preferred 1 to 3 years experience.
- Must complete a fingerprint-based background check with results acceptable to the Academy.

Food Service Aide
Job Description

Employer: The Leona Group

Job Title: Food Service Aide

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Provide assistance to the Cafeteria Manager in the lunchroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Assist in serving food as assigned.
- Prepare the cafeteria for service such as placing chairs, washing tables, cleaning and placing trays, etc.
- Organize supplies and equipment for efficiency and according to procedures.
- Make silverware accessible to students.
- Handle trash (place bags in trash cans, take out trash regularly, maintain cleanliness.)
- Assist with student needs and discipline while in the cafeteria.
- Clean after food service; stack chairs, move tables, organize supplies, sweep and mop as directed.
- Return all cleaning equipment to the designated area.
- Other duties as assigned.

QUALIFICATIONS

- Basic abilities to read and write to enable the employee to understand instructions and procedures for the food service program, as acquired through a high school diploma or equivalent coursework, experience and/or training.
- If required by the local jurisdiction, will be required to attain a permit or other credential for food handling; must have skills and knowledge necessary to attain such a qualification upon hire.
- Evidence of successful experience in student relations.
- Experience with the non-instructional supervision of children in an educational or similar setting.
- Ability to maintain a professional working relationship with others.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- Preferred 1 to 3 years experience.
- Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

Guidance Counselor
Job Description

Employer: The Leona Group

Job Title: Guidance Counselor

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Implements the district's dropout prevention initiatives in conjunction with providing support services in areas such as student attendance, community and parent involvement.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Collect, interpret and use student attendance data to develop strategies addressing dropout prevention.
- Collaborate with Health and Social Service Coordinator, Guidance Counselor, and student support personnel to address alternative educational placement opportunities for students. Explore alternative placement options within the district for students at risk of dropping out of school. Assist students in transferring to alternative placements within the district with administration approval.
- Maintain a collaborative network among school guidance counselors, attendance clerk, parent coordinator, and school based services support.
- Assist Counseling Department, when needed, to develop skills through peer mediation to assist students to solve their own conflicts responsibly and constructively and to increase their self-esteem, critical thinking and communication skills.
- Research model programs and funding opportunities for dropout prevention. Summarize, interpret, and disseminate current developments in dropout prevention through reading of professional journals, participation in professional development, and involvement in professional organizations.
- Act as school liaison to Department of Human Services referring all Child Protective issue to the Social Worker. Notify appropriate personnel immediately of suspected substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Provide a nurturing, supportive, and positive climate that encourages student responsibility, using positive motivation, clear routines, and effective management techniques. Maintain appropriate professional rapport with students to earn their respect and facilitate their success. Seek assistance of the parents and the School Leader when needed.
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
- Ensure the safety and health of all students, notifying the administration of any unsafe health concerns.
- Complete in a timely fashion all records and reports as required by law and regulation or requested by the School leader. Maintain accurate attendance monitoring records and logs.

- Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
- Coordinate with teachers for students who need tutoring to prevent failing and dropout. Directly provide after-school tutoring services to students who are deficient in Math, Reading, and Writing.
- Recommend to the School leader the supplies and equipment needed to support dropout prevention efforts and assist with ordering, following established procedures.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Other duties deemed as assigned.

REQUIRED QUALIFICATIONS

- Good professional business communications skills including ability to write effective business materials, make presentations, and conduct research, as acquired through college coursework in a discipline such as education, social work, human services, etc.
- Demonstrated ability to display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school, as acquired through prior experience or training.
- Demonstrated ability to organize, implement and monitor programs such as truancy prevention, community partnerships, after-school tutoring, family communications, and others, as acquired through prior experience in truancy prevention or similar efforts.
- Familiarity with student database systems including Admin Plus System
- Basic proficiency in office management and software including Word, Excel, Google, Outlook and others.
- “Highly qualified” status to provide instructional support, which could include an associate's degree, 60 college credits completed, or completion of the WorkKeys assessment of reading, writing and math skills.
- Preferred 1 to 3 years experience.
- Must complete a fingerprint-based background check with results acceptable to the Academy.

Instructional Coach **Job Description**

Employer: The Leona Group

Job Title: Instructional Coach

Department: School

FLSA Status: Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist the School Leader in improving the quality of instruction at the Academy at an aggregate level as well as at the classroom and student level. Supports teachers in planning and delivering high-quality instruction by giving feedback, sharing best practices, and providing resources. Provide data to the School Leader to support effective assessment and training. May assist the Leader in planning and facilitating teacher collaboration and professional learning communities.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Develop, with the collaboration of the teacher, clear, realistic and important instructional goals, professional development goals that are standards based and reflect the individual needs of the teacher.
- Guide, teach, influence, and support teachers in planning and delivering high quality instruction in the classroom through reflection, collaboration, and shared inquiry. Observe teachers and review lesson plans and other teacher-generated documents, and give constructive feedback for improvement.
- Share methods, materials, and other resources through modeling and other best practices to enhance teacher effectiveness.
- Provide meaningful, timely feedback to teachers on ways to improve teaching skills.
- Monitor the implementation of teaching and learning processes in classrooms.
- Research instructional resources that best benefit the individual classroom teacher.
- Employ coaching processes that foster increased autonomy in direction and responsibility.

- Provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals.
- Impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement.
- Facilitate reflective thinking and self-advocacy by being a neutral and active listener.
- Advocate on behalf of the students to ensure quality of education for all and to accomplish the school's educational goals.
- Promote on behalf of the classroom teacher, with the school administration, suitable professional development.

- Determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.
- Maintain consistent communication with the School Leader to share data, thoughts and observations and to celebrate successes and troubleshoot program issues.
- Other duties as assigned.

QUALIFICATIONS

- Superior teaching skills, as acquired through a current teaching certificate/license, 3-5 years of teaching experience, and demonstrated success in teaching as evidenced by student assessment data and other evidence.
- Ability to effectively share information and skills regarding data, curriculum, instruction, and assessment with school staff using a variety of coaching processes, e.g., verbal explanation, modeling, co-teaching, observing, conducting study groups, and other forms of professional development, as acquired through prior experience as a lead teacher, instructional coach, consultant, or comparable role.
- Ability to conduct classroom walkthroughs and observations for the purpose of identifying areas of strengths, weaknesses and professional development needs of the classroom teacher.
- Ability to create and maintain positive and supportive relationships with the principal and school staff.
- Ability to recognize the need for and knowledge of how to train staff to map and align the curriculum.
- Knowledge of how to disaggregate student data for instructional planning.
- Ability to develop and implement differentiated instructional methods that correspond to specific student needs.
- Knowledge of how to select appropriate instructional practices for various student groups.
- Understanding of how to appropriately use diagnostic tools and formative assessments to determine appropriate instruction. Familiar with a variety of instruments, technology tools and other resources for assessing and enhancing student performance.



THE LEONA GROUP

Office Assistant
Job Description

Employer: The Leona Group

Job Title: Office Assistant

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist the office manager with school administrative functions, processes, equipment, and employees in accordance with TLG standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Assist in developing and maintaining efficient office procedures.
- Complete all delegated or routine typing/keyboarding of letters, documents and other academy items as designated by the school leader.
- Assist in maintaining a system for handling student records.
- Use computer to access information and communication networks relevant in accomplishing the academy's goals and daily operations.
- Regularly communicate professionally and courteously with students, faculty, parents, Board and the general community when representing the Academy.

REQUIRED QUALIFICATIONS

- High school diploma
- Minimum of three (3) years experience in all aspects of secretarial duties.
- Experience with computers and proficient with word processing software and spreadsheets
- Excellent interpersonal communication skills.

Office Manager
Job Description

Employer: The Leona Group

Job Title: Office Manager

Department: School

FLSA Status: Exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Manage school administrative functions, processes, equipment, and employees in accordance with Leona Group standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Maintain accurate and complete student records including hard-copy records, entry to student data management systems, department-specific records, and others. As required by the state and/or authorizer/sponsor, perform data entry for state reporting purposes.
- Generate and review reports for quality control purposes, troubleshoot and resolve problems. Provide regular reports to Leader, Board, corporate office, or others as directed, on topics such as enrollment, attendance, school programs or events, etc.
- Ensure procedures are in place to ensure the confidentiality of student records.
- Analyze and organize and direct office operations, procedures, and workflow to ensure that school and management company procedures are properly implemented.
- Provide training and direction for other office staff, if applicable.
- Make recommendations for improvement in school and office operations to School Leader.
- Remain aware of authorizer, state and federal compliance expectations and their impact on the school's standing.
- Assist with office clerical duties as needed including reception, keyboarding, making announcements, mail distribution, greeting visitors, and others.
- Assist with the scheduling of substitute teachers.
- Serve as liaison to building maintenance/property manager.
- Order office and school supplies; generate check requests, expense reports, purchase orders and other documents for Leader approval in a timely fashion.
- Interact with corporate support departments to identify and resolve problems; inform School Leader of concerns.
- Assist with facility security through coordination of and office keys, passcards, equipment, or other items.
- Support Human Resource initiatives such as annual benefits enrollment processes, new employee orientation, staff training and professional development, etc.
- Process clerical and personnel records to insure completeness, accuracy, confidentiality and timeliness.

- Review school payroll on a timely basis and prepare for Leader approval.
- Coordinate new hire processing; as requested, prepare documentation of personnel actions for Leader approval; maintain 'local' personnel files.
- Assist in coordination of social functions and other school meetings.
- Maintain and reconcile petty cash and school checking account.
- Administer first-aid and/or medications as permitted by parent/guardian authorization.
- Manage school document retention and destruction compliance as outlined by state archives.
- Serve as coordinating liaison for school volunteers including Parent-Teacher organizations.

QUALIFICATIONS

- Appropriate general business writing and math skills acquired through college coursework or equivalent training and experience.
- Strong proficiency in Microsoft Office products including Word, Excel, PowerPoint, and Outlook, as acquired through 3 or more years' work experience.
- Accurate alphanumeric data entry skills; familiarity with school management software programs; prior experience in a public school setting helpful but not required.
- Demonstrated success in implementing school and business office procedures as acquired through prior work experience.
- Evidence of proficiency in organizing projects and meeting multiple concurrent deadlines while successfully managing ongoing administrative work with frequent interruptions.
- Superior customer service skills; able to properly address internal and external customers in person, by phone, in writing and in email.
- Evidence of successful experience in student and parent relations.
- Ability to work as a team member to accomplish multiple complex and time-sensitive tasks. Prior experience training and supervising clerical or support staff is helpful but not required.
- Demonstrated ability to function independently in coordinating the responsibilities of a school office setting and in the frequent absence of the supervisor.
- Demonstrated ability to properly safeguard the confidentiality of student, staff and school data as well as office communications, activities and decisions.
- May be required to travel, including occasional overnight travel, to attend training and authorizer/sponsor mandated events.

School Leader
Job Description

Employer: The Leona Group

Job Title: School Leader

Department: School

FLSA Status: Exempt

Reports to: Core Team Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Provide on-site educational leadership and managerial expertise necessary to accomplish the specified educational goals and to assure the overall success of the academic program.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Ensure that all aspects of operations comply with state laws and regulations, as well as with academy contracts and policies.
- Coordinate development of, and maintain, any written educational plan required by law and consistent with the educational goals adopted by the board.
- Ensure proper implementation of the school-wide instructional plan and adherence to state and federal Every Student Succeeds Act (ESSA) requirements.
- Strive to increase the efficient use of resources in the daily operations of the school.
- Articulate to the entire staff, board, student body, parents and community, the vision, mission and strategies that help achieve the defined educational goals and objectives.
- Continually monitor/supervise the progress of the staff and coordinate professional development opportunities on a regular basis.
- Assign staff to achieve the maximum benefit toward attainment of educational goals.
- Evaluate the progress of the professional and support staff toward the attainment of educational goals.
- Recommend changes in instructional or staffing patterns based on the analysis of staff and program progress.
- Establish and maintain a positive working relationship with the staff, student body, parents and community.
- Remain abreast of local, state and national issues/mandates that may affect the Academy.
- Maintain effective communication with supervisor and other company personnel in fulfilling managerial oversight responsibilities. Seek counsel and direction as needed to perform at a high level.

REQUIRED QUALIFICATIONS

- High level of ability to communicate, by action, demeanor, and relationships with others, the school's mission and vision; ability to persuade key audiences; able to engage staff to deliver the same core messages and to motivate them to do the same.
- A master's degree or higher in administration, curriculum/instruction or an academic area desired, providing expertise in curriculum development, leadership, and program oversight. Bachelor's degree required.
- 3-5 years administrative or supervisory experience, demonstrating a high level of skill in supervising a staff, effectively training, delegating and coaching for high performance.
- A high level of initiative and the ability to manage short- and long-term projects and initiatives; able to use technology and other tools effectively to utilize information, communicate, and manage projects. Adequate understanding of school finances preferred, to effectively manage the academy budget in conjunction with other departments and with the academy board.
- Evidence of successful experience in employee/parent relations. Excellent ability to: reach out to diverse elements of the school, local, and Leona community; form and sustain positive relationships; and promote the school to prospective parents and community partners.
- Ability to create and nurture an effective academy leadership team, encompassing administration, curriculum, support services, and all other key areas.
- Excellent analytical skills; able to absorb, synthesize and respond to data from multiple diverse sources; able to implement sound data analysis practices throughout the school for the purpose of continuous improvement.
- State teacher certification desired, along with successful teaching experience; or other equivalent experience providing the skills and knowledge necessary for school leadership.

Security
Job Description

Employer: The Leona Group

Job Title: Security

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Responsible for monitoring the school property, helping to assure a safe, orderly environment, and notifying school leadership of any unusual occurrences. Responsible for assuring that all of the entrances and exits of the school are properly secured for the safety of the students and staff. In cooperation with the office staff, is responsible for greeting visitors and ensuring safety and security procedures are followed with respect to visitors.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Conduct regular walkthroughs inside and outside of the school
- Identify unclean, unsafe or disorderly situations and resolve them, or elevate the concern to the leadership staff
- Maintain regular records related to security incidents
- Communicate with students and others in the school to de-escalate problem situations and avoid conflicts; if conflicts or fights do arise, intervene to resolve issues, restore order and avoid injuries or damage; call for police or other assistance as appropriate
- Cooperate with law enforcement authorities as needed to make reports or investigate problem situations.
- Assist in conducting fire and tornado drills, evacuation plans, etc. May assist in emergency planning and emergency communications
- Administer first aid
- Other duties as assigned

QUALIFICATIONS

- Proven ability to communicate effectively with others in difficult or confrontational situations; able to de-escalate conflict and resolve disputes. Prior training in dispute resolution, mediation, and/or appropriate procedures to restrain students would be helpful

- Excellent interpersonal communication skills; able to maintain effective working relationships with students, staff, and others throughout the school. Able to create a welcoming environment while also maintaining safety and security
- Certification to perform first aid and CPR
- Prior relevant work history, such as experience in security, law enforcement, or school discipline
- Good basic business writing skills as acquired through a high school diploma or equivalent
- Physical/motor skills sufficient to allow the employee to move throughout the building quickly, make accurate observations of the environment, and to intervene if necessary in resolving conflicts
- Preferred 1 to 3 years experience.

Social Worker
Job Description

Employer: The Leona Group

Job Title: Social Worker

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

The primary focus of the school social worker is to assist students whose emotional/social problems interfere with their ability to obtain maximum benefit from the educational program. The social worker may also act as a liaison between parents/guardians, school, and public or private agencies responsible for student care and services in order to assist parents in taking advantage of services available in the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Conduct social work evaluations with students suspected of having emotional/behavioral problems which may qualify them for special education services
- Participate in the Multi-Disciplinary Team meetings to review the results of evaluation(s) and makes a recommendation relative to eligibility
- Participate in Individual Educational Planning team (IEP) meetings to identify the amount of social work support a student may require and develop annual goals/short-term instructional objectives related to the social/emotional needs of an eligible student
- Provide social work services as described in student IEPs related to specific goals and objectives, and provide written evaluations on student progress
- Conduct functional behavior assessments and assist in writing behavior intervention plans in cooperation with IEP team members
- Assist school staff in carrying out behavior intervention plans
- Maintain appropriate confidential records for each student served
- Develop and plan activities with general education and collaborative teachers to facilitate inclusion of special education students with behavior problems in the general education classroom
- If applicable, meet regularly with social work mentor and participate in other training necessary to advance skills and credentials to required level(s)

ESSENTIAL FUNCTIONS RELATED TO SOCIAL WORK SERVICES ON A SCHOOL-WIDE BASIS:

- Provide pre-referral consultation to teachers and school leaders regarding students with behavior/adjustment issues and join the child study team when students with behavior problems are referred for interventions
- Provide consultation to parents/guardians regarding family and community adjustment and utilization of community resources
- Serve as a liaison between the school and community service agencies
- May make home visits, with appropriate supervision, for family consultation and evaluation
- Assist school teams in developing and carrying out crisis response plans; assist staff and parents in adjusting to crises/trauma
- Assist the school team in developing and implementing school-wide behavior intervention strategies
- Provide social skills training as part of school-wide behavior intervention strategies
- Other duties as assigned

REQUIRED QUALIFICATIONS:

- Masters in social work and licensure/certification with a School Social Worker endorsement or eligibility for temporary or full approval as a school social worker with 1 to 3 years experience.
- Skilled in individual and group assessment and treatment techniques as acquired through experience and/or training
- Ability to formulate eligibility recommendations for students with emotional/social problems
- Ability to communicate effectively both orally and in written communications
- Familiarity with positive behavior intervention concepts; training in writing and implementing behavior intervention plans
- Knowledge of social skills needed to change behavior and ability to integrate training into classroom activities
- Ability to handle stressful situations and carry out responsibilities during times of crisis
- Ability to work effectively as a team member in developing and providing services to students



THE LEONA GROUP

Special Education Assistant
Job Description

Employer: The Leona Group

Job Title: Special Education Assistant

Department: School

FLSA Status: Exempt

Reports to: School Leader

Required: Must pass a criminal background check

SUMMARY

Provide clerical support to the special education team in one or more schools, performing administrative functions related to special education.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Maintain special education deadline calendars for each case manager/special education teacher.
- Schedule special education meetings (Review of Existing Evaluation Data/REEDs, Multidisciplinary Evaluation Team/METs, Individual Education Plan/IEPs, Manifestation Determination Review/MDRs etc.) as directed.
- Complete and distribute invitations to special education meetings (IEPs, REEDs, MET, etc.) ensuring that rules and regulations regarding timeliness of notice are followed.
- Prepare REED documents.
- Prepare relevant sections of IEPs using the information provided by the special education teacher/TLG special education department. Responsible for preparing the following sections of the IEP:
 - Timeline checklist
 - Participants
 - Eligibility
 - Special Factors
 - Transportation
 - Notice of Provision or Initial Notice of Provision
- Communicate with all related service staff personnel (Speech and Language, School Social Worker, Occupational Therapist, etc.) as well as school psychologists and other evaluators with respect to schedules and meetings.

- Request services for outside providers/contract companies for evaluations and/or to provide IEP service hours.
- After IEP meetings conclude, coordinate with case managers to ensure that a final IEP is completed within mandated timelines and that the relevant information is forwarded to PowerSchool input personnel.
- Forward all special education documents to parents/guardians in a timely manner and provide documentation to case managers promptly and in an organized fashion.
- Maintain confidentiality of information as required by law and school policy.
- Communicate with the TLG special education department about any information relevant to IEPs.
- Complete Interagency Plan/IP applications.
- Assist in developing and maintaining efficient office procedures.
- Complete all delegated or routine typing/keyboarding of letters, documents, and other Academy items as designated by the school leader.
- Assist in maintaining a system for handling student records.
- Use a computer to access information and communication networks relevant in accomplishing the Academy's goals and daily operations.
- Regularly communicate professionally and courteously with students, faculty, parents, Board, and the general community when representing the Academy.
- Other duties may be assigned.

REQUIRED QUALIFICATIONS

- Basic business writing and math skills as acquired through a high school diploma.
- Minimum of three (3) years experience in all aspects of secretarial duties.
- Experience with computers and proficient with word processing software and spreadsheets.
- Excellent interpersonal communication skills.
- Prior experience working with students in a school setting required; familiarity with special education procedures, law, and rules preferred.
- Strong skills in the use of technology including Microsoft Word, Google Drive and Docs and an ability to easily learn web-based programs used for report writing.
- Proficient written and oral language skills.
- Strong organizational skills and the ability to effectively handle multiple tasks and priorities in order to meet strict deadlines.
- Ability to adhere to laws and educational principles for providing support to students with disabilities.

Special Education Teacher
Job Description

Employer: The Leona Group

Job Title: Special Education Teacher

Department: School

FLSA Status: Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

A major portion of the special education teacher's time should be spent in the regular education classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Provide direct services to special education students that are supportive of the general education teacher
- Provide consultation and assistance to general education teachers for planning, making adaptations and accommodations for special education students
- Team teach with general education teachers who have special education students that require direct special education teacher instruction in the following instructional areas: language arts, mathematics, science and social studies
- Assist general education teacher in providing supervision to volunteers and teacher aides who assist teachers in making curriculum modifications, adapting assignments and providing individualized support to special education students
- Assist teachers and the school social worker in developing and implementing behavior intervention plans for students on his/her caseload
- Consult with general education teachers in assigning grades and developing evaluative measures for students on his/her caseload
- Other duties may be assigned

THE FOLLOWING ARE ESSENTIAL DUTIES AND RESPONSIBILITIES WHICH REQUIRE TIME OUTSIDE THE CLASSROOM:

- Participate in child study teams and assist with the evaluation of educational needs and intervention strategies for students suspected of being handicapped
- Schedule and conduct IEP meetings
- Identify student deficits and strengths and write individual students goals, objectives, transition plans and education plans (IEP).
- Work as a member of the Multidisciplinary Evaluation Team (MET) for students referred for special education services.
- Assist teachers with curriculum and classroom activity adaptations and modifications.
- Serve as liaison to parents of special education students and encourage their participation in the program of services.

- Other duties may be assigned.

QUALIFICATIONS

- Bachelor's degree; teacher certification with special education endorsement(s) - OR - master's degree and other qualifications to enable application for temporary or full approval as a special education teacher
- Experience: 1 to 3 years preferred; successful special education teaching experience preferred
- Skilled in interviewing, individual and group treatment techniques
- Ability to formulate eligibility recommendations for special education students
- Demonstrated initiative and understanding in working with students, parents/guardians, teachers and staff
- Ability to communicate effectively both orally and written communications
- Ability to make decisions in accordance with board policies and established procedures

Teacher
Job Description

Employer: The Leona Group

Job Title: Teacher

Department: School

FLSA Status: Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Provide high-quality instruction to students and work collaboratively with the school leader, colleagues, students, parents and the board to accomplish or surpass the academy's articulated educational goals. Work as a collaborative team member to implement the academy curriculum and accomplish short- and long-term academy goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Create a classroom environment that is conducive to learning; develop reasonable rules of classroom behavior and procedure; enforce the academy's student discipline code; collaborate in the implementation of initiatives such as school-wide behavior management systems
- Plan a program of study that meets the individual needs and goals of students; establish clear objectives for all lessons and units; ensure that lessons -- as planned, delivered, and assessed -- are aligned with state curriculum and school-wide curriculum standards
- Develop lesson plans and submit them for review and feedback as scheduled; work cooperatively with the academy's instructional coach to learn from feedback and improve the quality of instruction. Participate in ongoing analysis and planning to ensure that the school's curriculum remains aligned to state standards
- Collaborate with special education staff to implement, to the greatest extent possible, an inclusive approach to students with special needs. Remain aware of student needs; participate in child study teams or individualized education planning; implement accommodations and modifications as indicated in student IEP's; seek advice and counsel from student support services areas when needed to ensure that all students are fully served
- Collaborate with other staff, as necessary, to implement grant-funded programming to accelerate learning for students with a variety of needs including special education, at-risk, limited English proficient students and others, to bring them to grade level proficiency
- Maintain accurate and complete records as required; maintain the confidentiality of student records and student information. Complete any documentation necessary for the academy to be in compliance with regulatory requirements, such as time and effort reporting
- Communicate with parents and make provisions for being available outside normal hours; work with parents to encourage participation in their child's learning experiences; provide regular communication to parents regarding their children's performance
- Maintain professional competence via conferences, mentoring, involvement in professional organizations, continuing coursework, etc. Complete all coursework and other requirements necessary to maintain teaching credentials and "highly qualified" status, as required by the teacher's assignment

- Inform the school leader of needed instructional resources. Serve as an active member of teams such as grade-level, school-wide planning, school improvement or other areas of focus
- May participate in extracurricular activities such as coaching, clubs, student government, tutoring, enrichment activities, etc
- Other duties as assigned

QUALIFICATIONS

- State teacher licensure/certification with appropriate endorsements(s).
- Bachelor's degree with subject area emphasis and/or coursework and/or experience necessary to be deemed "highly qualified" for the grade/subjects to be taught. (Will consider non-certified applicants with a degree in the subject area to be taught; would be required to complete a plan of action to become "highly qualified" within a prescribed period of time)
- Demonstrated commitment to young people's learning success and achievement
- Demonstrated proficiency in a teaching/tutoring capacity as acquired through prior experience in tutoring, teaching or other education-related experience; evidence of successful experience in student and parent relations
- Preferred 1 to 3 years experience.

MANAGEMENT AGREEMENT

This Management Agreement (the “Agreement”) is made and entered into as of the 1st day of July 2022, by and between Detroit Public Safety Academy, a Michigan non-profit corporation and a public school academy (“Academy”) and The Leona Group, L.L.C. a Michigan limited liability company (“TLG”).

RECITALS

A. The Academy is organized to operate as a public school academy subject to the provisions of Part 6A of the Michigan Revised School Code (the “Code”), as amended. The Academy has been granted a charter contract (the “Contract”) as defined in the Code by the Board of Regents of Eastern Michigan University (the “University Board” or “Authorizer”) as the statutory authorizing body, dated July 1, 2022 to operate a public school academy pursuant to the Contract in accordance with the Code.

B. The Academy is authorized to implement and carry out the Educational Program set forth in the Contract. The Code permits the Academy to contract with persons and entities for the operation and management of the Academy and the delivery and implementation of the Educational Program.

C. TLG is a full-service educational service provider (“ESP”) which provides the management, operation, staffing and instructional delivery of the Educational Program of the Academy and the operations of the Academy.

D. TLG represents and warrants that it is a duly organized Michigan limited liability company, in good standing, and that TLG (inclusive of its officers, employees and agents) has the educational background, managerial experience, expertise, training, capacity, qualifications, and financial resources to provide the services set forth in this Agreement.

E. The Academy Board and TLG desire to enter into a management agreement, as defined in the Code, pursuant to which TLG will provide to the Academy comprehensive educational, administrative, management, operations and instructional services and staff to perform the services set forth in this Agreement.

F. Therefore, in order to facilitate the continuation of the Academy, and to further the innovative Educational Program at the Academy, the Parties desire to enter into this Agreement and continue to work together to foster and develop an environment of educational excellence and innovation at the Academy, based upon TLG's experience and capacity to develop, implement and

manage a comprehensive Educational Program.

G. The Academy Board has approved TLG's Educational Program and agrees that it is in the best interest of the Academy Board and the Academy to enter into this Agreement with TLG.

THEREFORE, the parties mutually agree as follows:

1. Charter Contract; Required Provisions. Notwithstanding anything contained in the Agreement to the contrary, the Academy and TLG covenant and agree, as follows:

- 1.1. Compliance with Academy's Contract. TLG agrees to perform its duties and responsibilities under this ESP Agreement in a manner that is consistent with the Academy's obligations under the Academy's Charter Contract issued by the Eastern Michigan University Board of Regents. The provisions of the Academy's Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement. See Eastern Michigan University Charter Schools Office Educational Service Provider Policies ("ESP Policies") at (C)(16)(c).

- 1.2. The Academy Board. The Academy Board is an independent, self-governing public body with oversight responsibilities over the Academy. The parties acknowledge that throughout this Agreement the term "Academy Board" means the Academy Board of Directors. The term Academy means the Michigan nonprofit corporation named Detroit Public Safety Academy that is a public school academy under Michigan law and the Contract.

- 1.3. No Interference with Academy's Statutory, Contractual and Fiduciary Responsibilities. Nothing in this Agreement shall interfere with the Academy Board's constitutional duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy. No provision of this Agreement shall prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act. See ESP Policies at (C)(1).

- 1.4. Governmental Immunity. No provision contained in this Agreement shall restrict the Academy Board from waiving its governmental immunity or require the Academy Board to assert, waive or not waive its governmental immunity. See ESP Policies at (C)(2).

- 1.5. Academy's Financial, Educational and Student Records. All financial, educational and student records pertaining to the Academy are Academy property and are subject to the provisions of the Michigan Freedom of Information Act. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. Except as permitted under the Contract and Applicable Law, this Agreement shall not restrict the University's or the public's access to the Academy's records. In addition, all records pertaining to teacher and administrator certification, and a copy of the employee handbook shall be maintained physically on site or directly accessible at the Academy facility. See ESP Policies at (C)(7).

1.6. Financial Records and Other Records of TLG. All finance and other records of TLG related to the Academy will be made available to the Academy and the Academy's independent auditor and the Eastern Michigan University Charter Schools Office (“CSO”) upon request. See ESP Policies at (C)(8).

1.7. Academy Board Treasurer’s Legal Obligations. No provision of this Agreement shall alter the Academy Board treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required by law. Further, the signatories on the Academy Board accounts shall be solely Academy Board members or properly designated Academy Board employee(s). Interest income earned on Academy accounts shall accrue to the Academy. See ESP Policies at (C)(3).

1.8. Academy’s Independent Auditor. The Academy Board shall have sole responsibility and authority to select and retain the independent auditor for the Academy. See ESP Policies at (C)(9).

1.9. Procurement of Academy Supplies, Materials or Equipment; No Mark-Up of Costs. TLG shall not markup the costs of supplies, materials or equipment procured by TLG on behalf of the Academy. TLG shall inventory Academy equipment, by an acceptable method of inventory and maintain the inventory of the Academy’s equipment so that it is clearly identifiable and established which property belongs to the Academy. See ESP Policies at (C)(11).

1.10. Revocation, Reconstitution, Termination or Non-Renewal of Contract. In the event of termination or expiration of this Agreement, or this Agreement is terminated due to a Contract revocation, reconstitution, termination or non-renewal, TLG shall, without additional charge: (i) close the financial records on the then-current school fiscal year which includes, but is not limited to, the completion and submission of the annual financial audit, state and federal grant reporting and all other associated reporting within required timelines established by the appropriate local, state or federal authority; (ii) organize and prepare student records for transition to the new ESP, self-management or in the case of a school closure, transfer to a student’s new school as designated by the student’s parent / legal guardian or to a person or entity authorized to hold such records; (iii) provide for the orderly transition of employee compensation and benefits for the Academy’s direct hire employees to the new ESP, or self-management without disruption to staffing, or in the case of school closure, final payment of all employee compensation, benefit and tax obligations related to services provided by TLG to the Academy; (iv) organize and prepare the Academy’s records, both electronic and hard-copy, for transition to the new ESP, self-management or dissolution; and (v) provide for the orderly transition to the new ESP, self-management or dissolution of all Academy-owned assets including, but not limited to, furniture, fixtures, equipment and real estate. This includes any keys, log-in information and passwords related to any Academy asset. The parties may agree upon other transition services to be provided by TLG at a mutually agreed upon fee. See ESP Policies at (C)(24).

1.11. Non-Compete Agreements. With respect to all persons providing instructional or administrative services to the Academy on a full time basis (the “Academy Staff”) (i) nothing in this Agreement shall be construed as imposing a non-competition, no-hire, or similar provision, which would prohibit or restrict the Academy from hiring a member of the Academy Staff; nor (ii) shall any separate agreement between TLG and a member of the Academy Staff contain such a provision prohibiting or restricting a member of the Academy Staff from accepting employment from the Academy.. See ESP Policies at (C)(22).

1.12. Indemnification of Eastern Michigan University. The parties acknowledge and agree that the Eastern Michigan University, its Board of Regents, and its members, officers, employees, agents or representatives (collectively “University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, TLG hereby promises to indemnify and hold harmless the University from and against all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees), of settlement and prosecution imposed upon or incurred by the University, and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board’s approval of the Academy’s application, the University Board’s consideration of or issuance of the Contract, TLG’s preparation for or operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by TLG, or which arise out of the failure of TLG to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against TLG to enforce its rights as set forth in this section of the Agreement. See ESP Policies at (C)(16)(a).

1.13. Criminal History Record Information Checks. All Academy Staff shall undergo criminal background (Criminal History Record Information Checks) and unprofessional conduct checks as required by applicable law, rules and regulations and all evidence of such reviews shall be available, in physical form, at the Academy facility or directly accessible at the Academy facility. TLG agrees that it shall not assign any Academy Staff to perform any services under this Agreement except as permitted under MCL §380.1230, 1§230a, §1230b, and related provisions of the Code and the Academy Board’s policies. .

1.14. Unprofessional Conduct Checks. TLG agrees that it shall conduct unprofessional conduct checks in accordance with MCL 380. §1230b before hiring an employee or staff person assigned to work at or on behalf of the Academy.

1.15. Compliance with Section 503c. On an annual basis, TLG agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL §380.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this

information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement. ESP Policies at (C)(16)(e).

1.16. Information to be Provided By TLG. TLG shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Academy's Charter Agreement with its Authorizer, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the law. ESP Policies at (C)(16)(f).

1.17. Bankruptcy Notice. TLG shall notify the Academy Board if any principal or officer of TLG, or if TLG (including any related organizations or organizations in which a principal or officer of TLG served as a principal or officer) as a corporate entity, files for bankruptcy protection or, at the time of this Agreement is executed, has filed for bankruptcy protection within the last five (5) years.

1.18. Closure or Reconstitution of the Academy. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued under Section 507, 528 or 561 of the Code; or (ii) to undergo a reconstitution pursuant to Section 507, 528 or 561 of the Code and the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and TLG shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution. See ESP Policies at (C)(16)(g).

1.19. TLG Purchase of Equipment, Materials and Supplies on Behalf of the Academy. Any equipment, materials and supplies ("Academy Equipment") purchased by TLG on behalf of or as the agent of Detroit Public Safety Academy, shall be and remain the sole property of Detroit Public Safety Academy. When acquiring Academy Equipment, TLG will comply with Sections 1267 and 1274 of the Michigan Revised School Code ("Bidding Requirements") to the same extent that the Bidding Requirements would apply to Detroit Public Safety Academy when making purchases of Academy Equipment directly from a third-party supplier. TLG shall not include or pass through to the Academy any added fees or charges to the cost of Academy Equipment purchased by TLG from third parties for the Academy. See ESP Policies at (C)(10).

1.20. Proprietary Rights of Curriculum or Educational Materials. The Academy owns all proprietary rights to curriculum or educational materials ("Educational Materials") that (i) are both directly developed and paid for by the Academy; or (ii) were developed by TLG at the direction of the Academy Board with Academy funds dedicated for the specific purpose of

developing such curriculum or materials. TLG shall own all proprietary rights to Educational Materials previously developed or copyrighted by TLG, or Educational Materials that are developed by TLG using funds from the Academy paid to TLG as part of TLG's Management Fee for services and not developed at the direction of the Academy Board. TLG acknowledges and agrees that the Educational Materials owned by TLG and teaching techniques used by the Academy may be subject to disclosure under the Michigan Revised School Code and the Michigan Freedom of Information Act. ESP Policies at (C)(12).

1.21. Marketing and Development Costs. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program and shall not include any costs for the marketing and development of TLG. ESP Policies at (C)(18).

1.22. Prohibition of Sale of "Personally Identifiable Information". Except as permitted under the Code, TLG shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of an Academy student's education records. If TLG receives information that is part of an Academy student's education records, TLG shall not sell or otherwise provide the information to any other person except as permitted under the Code. For purposes of this section, the terms "education records" and "personally identifiable information" shall have the same meaning as those terms in section 1136 of the Code. See ESP Policies at (C)(16)(h).

1.23. Data Breach. If TLG suspects, discovers or is notified of a data security incident or potential breach of security and/or privacy relating to personally identifiable information from Academy education records or other information not suitable for public release, TLG shall immediately, but in no event later than forty-eight (48) hours from suspicion, discovery or notification of the incident or potential breach, notify the Academy Board of such incident or potential breach. TLG shall, upon the Academy Board's request, investigate such incident or potential breach, inform the Academy Board of the results of any such investigation, and assist the Academy Board in maintaining the confidentiality of such information. In addition to the foregoing, TLG shall provide the Academy Board with any assistance necessary to comply with any state and/or federal laws requiring the provision of notice of any privacy incident or security breach with respect to any personally identifiable information from Academy education records or other information not suitable for public release to the affected or impacted individuals and/or organizations, in addition to any notification to applicable state and federal agencies. See ESP Policies at (C)(14).

1.24. The Academy Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Contract, this Agreement and applicable laws, rules and regulations. The Academy Board and TLG shall not substantially amend this Agreement without notifying the University Charter Schools Office Director. Each substantial amendment or modification shall be accompanied by a legal opinion of the Academy's independent legal counsel

that all requirements of applicable law have been met and that there are no improper and/or unlawful interrelations or conflicts created by such amendment or modification. All, substantial or otherwise, amendments to this Agreement shall be submitted to the University Charter Schools Office Director within ten (10) days of such amendment.

2. Educational Services; Educational Program. For the Term of this Agreement, TLG shall provide to the Academy, the following Educational Services and the Educational Program consistent with the Contract, this Agreement and the Academy Board policies and administrative guidelines. The Academy Board designates TLG and those TLG employees and contractors who have a legitimate educational interest as agents of the Academy such that they are entitled to access student educational records and personally identifying information, as "school officials" as defined under 20 USC §1232g ("FERPA") ESP Policies at (C)(15). The parties agree that TLG, to the extent permitted by, and in conformity with, applicable laws, rules and regulations shall provide the comprehensive educational, administrative, management, operational, financial and instructional services set forth in this Agreement to the Academy, inclusive of personnel, materials and supervision (the "Services") as set forth below and in other provisions of this Agreement. TLG shall provide Services to the Academy as necessary for the Academy to meet its obligations under the Contract and all other applicable laws, rules and regulations and to implement and effect the educational goals, curriculum, method of pupil assessment, admissions, policy and criteria, school calendar and school day schedule, and age and grade range of pupils to be enrolled, and methods to be used to monitor compliance with performance of targeted educational outcomes, as previously adopted by the Academy Board and included in the Contract (collectively, the "Educational Program").

2.1. Curriculum. The development and implementation of the curriculum used at the Academy and in the Educational Program.

2.2. Instruction. Oversight and coordination of the Educational Program and services to be provided by instructional personnel, including the School Leader(s), teachers and support staff, in accordance with this Agreement.

2.3. Instructional Tools. The selection of instructional tools, equipment and supplies, including textbooks, computers, software and multimedia teaching tools.

2.4. Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs.

2.5. Additional Educational Services. Any other services required by the University or the Michigan Department of Education ("MDE") and such other services necessary or expedient for the improvement/enhancement of teaching and learning at the Academy as agreed to from time to time between TLG and the Academy ("Supplemental Programs").

3. Administrative Services. For the Term (as defined in Section 9) and subject to the Contract and the approval of the Academy Board, TLG shall provide to the Academy the following administrative services (the "Administrative Services"):

3.1. Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Section 14 of this Agreement.

3.2. Facility Operation and Maintenance. Coordination with entities with which TLG contracts on behalf of the Academy for the provision of operation and maintenance services for the Academy's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.3. Technology and Professional Development. Coordination with entities with which TLG contracts on behalf of the Academy for the provision of technology and professional development services for the Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.4. Business Administration. Administration of all business aspects of the Academy's operations.

3.5. Transportation and Food Services. Coordination with entities with which TLG contracts on behalf of the Academy for the provision of transportation and food services for the students enrolled at the Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of contracted or TLG employees involved in providing such services.

3.6. Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs on behalf of the Academy. All public relations efforts shall be subject to the mutual approval of the Academy and TLG, which approval may not be unreasonably withheld.

3.7. Budgeting, Budgeting Process, Financial and Other Reporting.

3.7.1. Beginning with the 2022-23 fiscal School Year, July 1, 2022-June 30, 2023), TLG shall prepare a proposed annual budget for the Academy (the "Academy Budget") for each fiscal School Year, subject to the approval of the Academy Board acting in its fiduciary capacity. For purposes of this Agreement, the "Fiscal School Year" shall mean the time period from July 1 through June 30 of each year. The projected Academy Budget shall include, but not be limited to, the financial details relating to the Educational

Services and Administrative Services and the Educational Program to be provided by TLG pursuant to this Agreement.

3.7.2. TLG shall deliver a draft of the Academy Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Academy Budget for any School Year must be submitted to Authorizer and/or any State governmental agency. The Board shall review the Academy Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Academy Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Academy Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of the Detroit Public Safety Academy and the Chief Financial Officer of TLG shall reconcile any comments or objections made by the Board during the Budget Review Period. TLG and Detroit Public Safety Academy shall agree to a final Academy Budget for each such year not later than two (2) business days prior to the date on which the Academy Budget must be submitted to the Authorizer and/or any other State governmental agency.

3.7.3. Working in cooperation with the Academy Board, during the Academy's fiscal School Year, TLG shall prepare from time to time for Academy Board approval, modifications or amendments to the Academy Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Academy Budget.

3.7.4. As required by the Authorizer or such other time as may be necessary or desirable in TLG's reasonable judgment, TLG shall provide the Academy Board with an enrollment report stating the number of actual students enrolled at the Academy (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Academy Budget and such lower enrollment number shall materially adversely impact the Academy Budget for the current fiscal School Year, TLG shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizer and/or any other governmental agency prior to the commencement of the next following fiscal School Year. Notwithstanding the above, TLG shall immediately undertake student recruitment efforts to increase student enrollment to the projected enrollment level for the then current fiscal School Year.

3.7.5. TLG shall prepare other financial statements as required by and in compliance with the Contract, the Code and other applicable laws, rules and regulations, including such documentation as may be reasonably required by the independent certified

public accountants retained by the Academy Board to perform annual audits of the Academy's financial statements. The cost for the preparation of the financial statements and the Academy annual audits will be the responsibility of Academy and will be set forth in the Academy Budget.

3.7.6. TLG shall prepare such other reports on a periodic basis, relative to the finances and operation of the Academy, as the same may be requested or required by the MDE or the Authorizer to ensure compliance with the terms of the Contract and applicable laws, rules and regulations.

3.7.7. TLG shall provide other information on a periodic basis reasonably necessary to enable the Academy to monitor TLG's performance under this Agreement including the effectiveness and efficiency of its management and operation of the Academy.

3.8. Maintenance of Financial and Student Records.

3.8.1. TLG shall maintain accurate financial records pertaining to its management and operation of the Academy, together with all Academy financial records prepared by TLG and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws, rules and regulations) from the close of the fiscal School Year to which such books, accounts and records relate. All financial records retained by TLG pertaining to the Academy will be available to the Academy, the University and the MDE for inspection and copying promptly following a written request, to the extent practicable.

3.8.2. TLG shall maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Contract, the Code and applicable laws, rules and regulations and retain such records permanently on behalf of the Academy or until this Agreement or its' successor (if any), is terminated, at which time such records will be transferred to the Academy and become the sole responsibility of the Academy Board. TLG and the Academy will maintain the confidentiality of personnel, student and other records as required by applicable laws, rules and regulations, and the Contract.

3.8.3. The Academy shall be entitled at any time upon reasonable written notice to TLG to audit the books and records of TLG pertaining to its operation of the Academy pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of the Academy

3.8.4. Financial Records of the Academy. TLG shall provide the Academy Board monthly financial statements that (at a minimum) include a balance sheet, and an

object-level detailed statement of revenues, expenditures, and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances. All finance and other records of TLG related to the Academy will be made available to the Academy and the Academy's independent auditor. See ESP Policies (C) (4) and (C)(8).

3.9. Admissions. TLG shall implement the Academy's admission policy set forth in the Contract.

3.10. Student Hearings. TLG shall Administer and hold student disciplinary and special education hearings in conformity with the requirements of the Code, the Academy's Student Code of Conduct, the Academy Board's policies and procedures, and other applicable laws, rules, and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Academy's duties and obligations under the Code, the Contract and other applicable laws, rules and regulations.

3.11. Academic Progress Reports. TLG will provide to the Academy on a periodic basis, as necessary or appropriate for the Academy to satisfy its obligations under the Contract, the Code and other applicable laws, rules and regulations, a report detailing (i) the Academy's students' academic performance, and (ii) TLG's performance regarding the implementation and delivery of the Educational Program at the Academy, the provision of Educational Services, Administrative Services, and staff to the Academy and the management and operation of the Academy.

3.12. Rules and Procedures. TLG will recommend rules, regulations and procedures applicable to the Academy and its students and will enforce Academy Board Policies and procedures, rules, regulations and procedures adopted by the Academy and/or the Academy Board that are not in direct conflict with this Agreement, the Contract, the Code and other applicable laws, rules and regulations.

3.13. Additional Administrative Services. TLG shall provide any other services reasonably necessary or expedient for the effective administration of the Academy as agreed to, in writing, from time to time by TLG and the Academy Board.

4. Provision of Educational Services and Administrative Services and the Educational Program. The Educational Services and Educational Program provided by TLG to the Academy shall be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Academy as may be proposed by TLG and adopted by the Academy Board, in compliance with the Contract and the Code. The Administrative Services will be provided in a manner consistent with the Educational Program, the Code, the Contract and applicable laws, rules and regulations. The provisions of the Academy's Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement. ESP Policies at (C)(16)(c).

5. Modification of Educational Services/Educational Program and Administrative Services. Subject to this Agreement, the Contract, the University Board's oversight, the Code and other applicable laws, rules and regulations, TLG may modify (i) the Educational Services/Educational Program provided that any material modification of the Educational Services/Educational Program shall be subject to the prior approval of the Academy Board and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that the Academy Board has the right to approve all material changes.

6. Budgeting for Educational Services, the Educational Program and Administrative Services. TLG shall be responsible and accountable to the Academy Board for the provision of all Educational Services, the Educational Program and Administrative Services, provided that such obligations, duties and responsibilities are expressly included in the Academy Budget established pursuant to Section 3.7 of this Agreement. TLG shall not be required to expend funds on the educational and administrative services or the Educational Program in excess of the amounts set forth in the Academy Budget of the then current fiscal school year. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program and shall not include any costs for the marketing and development of TLG. See ESP Policies at (C)(18).

7. Place of Performance/Provision of Offices. The Academy will provide TLG with necessary and reasonable classroom and office space at its Facility to perform all Educational and Administrative services and the Educational Program described in this Agreement. TLG shall provide the Educational Program, including, but not limited to, instructional, extra-curricular and co-curricular services at the Academy's Facility. TLG may provide other services elsewhere, unless prohibited by the Contract, the Code and other applicable laws, rules and regulations.

8. Authority. The Academy represents that (a) it is authorized by law to contract with an educational management organization like TLG for the provision of management and operational services to the Academy, including, but not limited to the Educational Program and (b) the Academy has been issued the Contract from the University Board to organize and operate a public school academy. To the extent permitted by law, the Academy authorizes and grants to TLG, the necessary authority and power to perform and provide the Services set forth under this Agreement. The Academy hereby grants TLG such authority and power as is reasonably necessary or proper for TLG to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code, the Contract or other applicable laws, rules and regulations.

9. Term.

9.1. Agreement Coterminous with Academy's Contract. This Agreement shall be effective on July 1, 2022 and shall continue for the same length of time as the term of the

Contract (the “Term”). Notwithstanding the foregoing, if the Contract issued by the University Board is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Academy’s Contract, this Agreement shall automatically be suspended, revoked or terminated on the same date that the Academy’s Contract is suspended, revoked, terminated or expires without further action of the parties. This section notwithstanding, TLG agrees to provide reasonable support and assistance during the transition and/or closure of the Academy. See ESP Policies at (C)(16)(b).

9.2. Maximum Term. The maximum term of this Agreement shall not exceed the length of the Charter Contract. The CSO may waive this limitation in writing for a short time period upon a showing of good cause. See ESP Policies at (C)(19).

10. Further Assurance. The Academy and TLG shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under this Agreement and to give effect to the transactions contemplated by this Agreement. Notwithstanding the foregoing, TLG shall have no obligation to agree to any changes which (a) materially increase TLG's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize TLG's receipt of the Management Fee, and/or (d) would prevent TLG from meeting the Academy and TLG's educational goals and implementation and delivery of the Educational Program.

11. Relationship of the Parties.

11.1. Status of the Parties. The relationship between the Academy and TLG is based solely on the terms of this Agreement, and the terms of any other agreements between them. In performing its duties under this Agreement, it is mutually understood and agreed that TLG shall at all times be acting and performing as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship, partnership, or joint venture relationship between the parties. The parties agree that none of the voting power of the Academy Board will be vested in TLG or its directors, officers, shareholders or employees. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party shall be liable for any debts or expenses incurred by the other party or the other party’s affiliates, employees, agents and subcontractors.

11.2. TLG as Independent Contractor; Designation of Agents. In the performance of Services under this Agreement, TLG (its officers, directors, employees, and designated agents) shall be regarded at all times as performing services as an independent contractor of the Academy. No agent or employee of TLG shall be determined to be an agent or employee of the Academy, except as expressly acknowledged, if at all, in writing, by the Academy. TLG shall be regarded, designated, and considered to be the employer with respect to all individuals that TLG may assign to provide Services to the Academy pursuant to this Agreement. TLG shall be solely and exclusively responsible for recruiting, selecting, compensating, hiring, training, retaining,

evaluating, disciplining, dismissing, terminating and otherwise controlling the employment conditions, employment rights, compensation and other similar matters relative to all individuals that TLG employs in connection with providing the Services to the Academy under this Agreement. Evaluation and compensation systems administered by TLG shall comply with all applicable laws, rules and regulations including Sections 1249 and 1250 of the Code, MCL. §380.1249 — §380.1250, and/or the Contract. TLG shall adopt, implement, and maintain a performance evaluation system for all required personnel as required by applicable law. To the extent that TLG may subcontract any or all aspects of the Services, TLG represents that it shall include in any subcontracted services agreement provisions comparable to those contained in this Section 11.2 to identify the employer of any person providing Services under a contracted services agreement or, in the absence of an employer and in the case of an independent sub-contractor, to expressly provide that the service provider is an individual independent contractor and is not intended to be, and shall not be regarded as, an employee of the Academy.

Except as otherwise provided for in this Agreement, and subject to the Contract, TLG shall be self-directed in its activities and shall determine its own methods and manner for performing the Services required under the terms of this Agreement within the overall policies and budgets established by the Academy Board, as the same may be amended from time to time.

During the Term of this Agreement, the Academy may disclose confidential data and information to TLG and its respective officers, directors, employees and designated agents, and TLG may access confidential data and information, to the extent permitted by applicable law, including without limitation, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, the Individual with Disabilities Education Act (“IDEA”), 20 USC §1401 et seq., 34 CFR 300.610 - 300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Michigan Mandatory Special Education Act, MCL §380.1701 et seq.; the American with Disabilities Act, 42 USC § 12101 et seq.; the Health Insurance Portability and Accountability Act (“HIPAA”), 42 USC §1320d — §13200d-8; 45 CFR 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL, §445.84. TLG agrees that it shall comport with applicable laws, rules and regulations in the handling, maintaining, safeguarding, re-disclosing, and returning of confidential data and information disclosed or accessed under this Agreement. TLG shall be solely responsible for its acts, the acts of its agents, employees, affiliates and those contractors and subcontractors who are contracted through TLG.

The Academy designates TLG and TLG’s employees and contractors as agents of the Academy having a legitimate educational interest such that they are entitled to access educational records under FERPA.

11.3. No Related Parties or Common Control. TLG shall not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights, including termination rights, under this Agreement. The Academy and TLG are not and shall not become (a) members of the same control group, as defined in Section 1.150-1(e) of the Treasury

Regulations under the 1986 Code, as amended (the “IRS Code”); or (b) related persons, as that term is defined in the IRS Code (Section 144(a) (3) of the 1986 Code).

12. TLG’s Compensation for Services and Reimbursement of Costs.

12.1. Annual Management Fee for Services By TLG. For the Term of this Agreement, the Academy shall pay TLG an annual fee equal to ten percent (10%) of the Academy's Gross Revenue for each fiscal School Year (“Management Fee”), payable in monthly installments. For purposes of this Agreement the term "Gross Revenue" shall mean all receipts of Detroit Public Safety Academy of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by Detroit Public Safety Academy. The Parties agree that the Academy shall only pay TLG a two percent (2%) management fee on ESSER II and ESSER III funds received by the Academy as agreed to in the September 21, 2021 Academy Board Resolution, attached as Exhibit A, incorporated herein and made a part hereof.

12.1.1. Services included in the Management Fee include: Educational Services, Academy Administration Services, Special Education Administration Services, and Technology Administration Services.

12.1.2. Services not included in the Management Fee that are to be reimbursed by the Academy are as follows: Food Services, On-site Technology Services, On-site Special Education Services, E-rate Services, and Professional Development Services.

12.1.3. Any Services to be provided by TLG that are included in the Management Fee but are performed by a subcontractor shall not be charged to, reimbursed by, or passed through as an additional cost to the Academy. In addition, no corporate costs of TLG shall be charged to or reimbursed by the Academy. See ESP Policies at (C)(6).

12.2. Estimated Management Fee To Be Included Within Academy’s Annual Budget. TLG’s Estimated Management Fee shall be included in the annual budget presented at the Budget Hearing conducted by the Academy in accordance with the requirements of applicable law and the Contract, and prior to final approval of the Academy’s Annual Budget by the Academy Board.

12.3. Reasonable Compensation. The Management Fee set forth in this Agreement is reasonable compensation for services rendered by TLG to the Academy. TLG's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operations of the Academy.

12.4. Payment of Costs. The parties acknowledge that the Academy is obligated to reimburse TLG all costs and expenses associated with the operation of the Academy including, but not limited to, all personnel and benefits costs referenced in Section 14 of this Agreement. ("Operational Expenses"). Upon agreement of the parties, the Academy Board may either (i) pay

or reimburse TLG for approved fees or expenses upon properly presented documentation and approval of the Academy Board or (ii) the Academy Board may advance funds to TLG for the fees or expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for ratification by the Academy Board. No corporate costs of TLG shall be charged to, or reimbursed by, the Academy. ESP Policies at (C)(5).

12.5. Payments to TLG. To the extent practicable, TLG will receive the monthly installment of its annual Management Fee on or about the fifteenth (15th) day of each month; or other date mutually agreed to by the Parties; however, in no event shall TLG receive payment from the Academy later than the date that the Academy receives its payments from the State of Michigan.

13. Other Revenue Sources. The Academy and TLG may, together or independently, solicit and receive grants and donations from public and private sources consistent with the Academy's mission, and the Contract, in the name of either TLG, or the Academy; provided, however, that (i) any solicitation of such grants by TLG in the name of the Academy in excess of One Hundred Thousand Dollars (\$100,000.00) shall be subject to the prior approval of the Academy Board, (ii) all such funds received by TLG or the Academy for the benefit of the Academy from such other revenue sources shall be deemed to be Academy funds, (iii) TLG shall not be required to administer any grants that are not specifically approved, in writing, by TLG, in advance, (iv) only to the extent specifically provided in a grant, shall TLG be entitled to receive, in addition to any other amounts which are payable to TLG under this Agreement, a grant administration fee, and (v) both the Academy and TLG shall be required to mutually approve, in writing, any grants proposed by a third party grant writer. All funds received by the Academy or TLG on the Academy's behalf from such other revenue sources shall inure to and be deemed the Academy's property. Nothing in this Section 13 will be construed to prohibit TLG from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes, except that TLG shall not use Detroit Public Safety Academy and/or Detroit Public Safety Academy's name in such solicitation without the consent of Detroit Public Safety Academy.

13.1. Tax Exempt Foundation. The Academy may establish or participate in a tax-exempt foundation for the purpose of raising supplemental funds for the Academy. TLG will assist with the administration of a foundation at the Academy Board's request. Monies from a foundation set up by and managed by the Academy Board are exempt from Gross Revenues and the Management Fee.

14. Personnel and Training.

14.1. Personnel Responsibility, Compensation and Training. Subject to the limitations of this Agreement, the Contract, the Code and other applicable laws, rules and regulations, TLG shall

have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, Educational Program, Administrative Services, the Supplemental Programs (if any) and all other Services provided under this Agreement, all within the financial constraints of the Academy Budget approved by the Academy Board. TLG shall pay and accepts full liability for all benefits, salaries, payroll taxes, workers' disability compensation, unemployment compensation, and liability insurance for its employees assigned to work at or on behalf of the Academy. TLG shall be liable for all such payments if TLG does not seek reimbursement from the Academy for such costs within one (1) year after such costs were incurred. See ESP Policies at (C)(13).

14.2. Employment Status. Except as specified in this Agreement or as required by the Code or the Contract, the School Leader, teachers and support staff selected and hired by TLG to work at or on behalf of the Academy pursuant to this Agreement ("TLG Worksite Employees") will be employees of TLG or an affiliate of TLG. TLG shall be responsible for conducting or causing to be conducted by it or its affiliate all reference, employment checks, criminal background checks, and unprofessional conduct checks on all employees and other personnel working at or providing services to the Academy to the extent required under the Code, the Contract, and other applicable laws, rules and regulations. Upon request, and where permitted by applicable laws, rules and regulations, TLG shall provide or cause to be provided to the Academy documentary evidence of such background checks. See ESP Policies at (C)(13).

14.3. TLG Employee Benefits. The Academy hereby acknowledges and agrees with the package of employee benefits that will be provided to TLG employees assigned to work at or on behalf of the Academy by TLG ("Benefits Package") pursuant to this Agreement. Any material modifications or changes to the Benefits Package shall be implemented only upon the agreement of TLG, with the approval of the Academy Board through the budgeting processes provided in this Agreement. Unless required by applicable law, TLG shall not make payments to the Michigan Public School Employees' Retirement System or to any other public retirement system on behalf of TLG's employees assigned to work at or on behalf of the Academy. Any required adjustment to employment taxes, increase in the cost of providing employee benefits or changes in the status of TLG's employees assigned to work at or on behalf of the Academy will be effective on the actual date of such adjustment or change.

14.4. School Leader. The Academy and TLG acknowledge and agree that the accountability of TLG to the Academy is an essential foundation of this Agreement, and that because the administrator of the Academy ("School Leader") employed by TLG is critical to the success of the Academy, TLG has the authority, consistent with the Code and other applicable laws, rules and regulations, to recruit, select, hire, assign, supervise, train, evaluate and discipline the School Leader and to hold the School Leader accountable for the success of the Academy. The terms and conditions of the employment contract between the School Leader and TLG, including

the job duties and responsibilities and the compensation and benefits of the School Leader shall be determined by TLG, within the parameters of the Academy Budget. The School Leader and TLG will have similar authority to select and hold accountable the teachers and other TLG Worksite Employees assigned to work at or on behalf of the Academy.

14.5. Teachers. TLG will provide such teachers, qualified in the applicable grade levels and subjects approved by the Academy Board and consistent with the Contract as needed to properly staff the Academy and to provide the Educational Services and Administrative Services in accordance with this Agreement. TLG will ensure that the curriculum taught by the Academy's teachers is the curriculum set forth in the Contract and is aligned with the Code. TLG and the School Leader will determine the number and assignments of the teachers assigned to work at or on behalf of the Academy, within the parameters of the approved Academy Budget. TLG has the authority, consistent with the Code and other applicable laws, rules and regulations, to recruit, select, hire, assign, supervise, train, evaluate and discipline the teachers as required. The teachers employed by TLG or its affiliates may be assigned to work at or on behalf of the Academy on a full or part-time basis. Teachers assigned to the Academy on a part-time basis may also provide instruction at another institution. Each teacher assigned to the Academy must hold a valid teaching certificate issued by the Michigan Department of Education under the Code, to the extent required under the Code, other requirements established by the MDE, and applicable laws, rules and regulations. Upon written request, TLG will provide the Academy with documentary evidence of TLG's compliance with Section 14.5 of this Agreement.

14.6. Support Staff. TLG will provide the Academy with support staff required to provide the Educational Services, Administrative Services and any associated Supplementary Programs. The support staff may include, among other positions, teachers' aides, clerical staff and administrative assistants to the School Leader, bookkeepers and maintenance personnel. TLG shall provide qualified, licensed and/or certified staff as required by applicable laws, rules and regulations, to provide the services to the Academy. The support staff may work at the Academy on a full or part-time basis.

14.7. Training. TLG will provide training and professional development as required by the Code, the Contract, TLG's past practices and other applicable laws, rules and regulations. TLG's training and professional development shall include, but not be limited to: (i) the instructional methods and curriculum, which comprise the Educational Program, and (ii) instruction in the use of support technology to the teachers and other instructional personnel on a regular and continuous basis. Non-instructional personnel will receive such training as TLG determines to be reasonable and necessary under the circumstances and as required by the Code, the Contract, TLG's past practices and other applicable laws, rules and regulations.

14.8. No Tenure under Teachers' Tenure Act. None of the teachers, School Leader, administrators or staff employed, retained or contracted by TLG to work at or on behalf of the

Academy shall be considered employees or teachers of the Academy for purposes of tenure or continuing tenure under Michigan's Teachers' Tenure Act, PA 4 of 1937, as amended, MCL §38.71 et seq. Nor shall any of TLG's or its contracted teachers, principal, administrators or staff be entitled to administrator tenure under the Code.

15. Termination of Agreement.

15.1. By TLG. TLG may terminate this Agreement prior to the end of the Term specified in Section 9 of this Agreement in the event that the Academy fails to remedy a material breach of this Agreement within 30 days after written notice from TLG. A material breach includes but is not limited to: (i) the Academy's failure to pay any fee or reimbursement as required by the terms of this Agreement, or (ii) an act or omission that causes TLG to be unable to perform its material obligations under this Agreement. Termination by TLG will not relieve the Academy of any obligations for payments outstanding to TLG as of the date of termination or liability for financial damages suffered by TLG as a result of the Academy's breach (or of TLG's termination as a result thereof) of this Agreement.

15.2. By Detroit Public Safety Academy. The Academy may terminate this Agreement prior to the end of the Term specified in Section 9 of this Agreement in the event that TLG fails to remedy a material breach of this Agreement within thirty (30) days after written notice from the Academy. A material breach by TLG includes, but is not limited to: (i) a material failure to reasonably account for its expenditures related to Academy funds or for other expenses incurred with respect to the Academy at TLG's direction, (ii) TLG's failure to substantially follow the material Academy Board policies, procedures, rules, regulations or curriculum required by the Public School Academy Contract, this Agreement, the Code and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Contract such that the University Board has provided notice that the Contract will be terminated, or has been terminated (iv) TLG's employment of teachers in violation of the Code, the Contract or this Agreement, (v) any act or omission by TLG that causes the Academy to materially breach the Contract or any of the Academy's other material contractual obligations in anyway, (vi) filing of bankruptcy by TLG or (vii) any action or inaction of TLG that is not cured within 60 days of notice thereof which causes the Charter Contract to be revoked, terminated, suspended or which causes the Charter Contract to be put in jeopardy of revocation, termination or suspension by the University Board. Termination by the Academy will not relieve the Academy of any obligations for payments outstanding to TLG as of the date of the termination, nor will it relieve TLG for liability for financial damages suffered by the Academy as a result of TLG's breach (or of the Academy's termination as a result thereof) of this Agreement. See ESP Policies at (C)(16)(d).

15.3. Termination by Either Party without Cause. Either party may also terminate this Agreement without cause before the end of the Term by giving written notice of termination to the other party by December 1 of the then current fiscal school year. In either case, termination of this

Agreement for cause or without cause shall not take effect until the earlier of (i) an approved Agreement by the Academy with another ESP (or self-management) is in effect; or (ii) the end of the then current school year in which the termination is invoked. Termination of this Agreement before the end of the Term will not relieve the Academy or TLG of any financial or other obligations owed by one to the other that is outstanding as of the date of termination.

15.4. Mid-Year Termination. Termination of this Agreement mid-year may cause a breach of the Contract. The Academy Board and TLG will make all efforts necessary to remedy a breach of this Agreement in-order to continue school operations until completion of the then-current school fiscal year. If a breach cannot be remedied, the Academy Board and TLG agree to work cooperatively to transition management and operations of the school without disrupting the school's operations. TLG shall perform this transition in a similar manner as described under Section 1.8 (Provision #24 of the ESP Policies) based upon completion of the then-current school period. See ESP Policies at (C)(23).

15.5. Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion (a "Change in Law"), other than a Change in Law dealing generally with the funding of charter schools, has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third-party arbitrator for alternative dispute resolution pursuant to Section 20. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

15.6. Personal Property Upon Termination or Expiration of this Agreement. Upon termination or the expiration of this Agreement, the Academy may elect (a) to purchase any personal property which has been purchased or leased from a third party solely with TLG funds, provided such purchase or lease is permitted under the purchase or lease documents relating thereto, at the fair market, depreciated value of such personal property or (b) to return same to TLG. All personal property purchased or leased by TLG using Academy funds shall remain the personal property of the Academy. The Academy shall own, without restriction, all property, tangible and intangible, purchased, licensed, or acquired in any fashion by or for the Academy, or by or with Academy funds.

15.7. Real Property Upon Termination or Expiration of this Agreement. Upon termination or expiration of this Agreement for any reason, the real property leased by TLG, or any affiliate thereof, to the Academy will remain the real property of TLG or any affiliate thereof to the extent that TLG or any affiliate thereof owns same.

15.8. Obligations Upon Termination or Expiration of this Agreement. Upon any

termination or the expiration of this Agreement, the parties will remain obligated for all financial or other obligations due at the time of the termination or expiration of this Agreement.

16. Proprietary Information and Ownership.

16.1. The Academy's Rights to Curriculum and Educational Materials. The Academy shall own, without restriction or additional cost, all proprietary rights to curriculum and educational materials that: (1) are or were directly developed by the Academy and paid for with Academy funds; or (2) are or were developed or created by TLG (its employees or designated agents) at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials in the course of performing Services for the Academy under this Agreement. All such intellectual property shall be provided to the Academy prior to the termination of Services under this Agreement. TLG agrees that it and its officers, employees, agents and successors or assigns will execute any and all document(s) and/or agreement necessary to transfer these proprietary rights to the Academy without delay or cost to the Academy.

16.2. TLG's Rights to Curriculum and Educational Materials. The parties agree that TLG shall own proprietary rights to curriculum or educational materials that (i) were previously developed or copyrighted by TLG; or (ii) developed by TLG using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials. TLG recognizes and agrees that TLG's educational materials and teaching techniques used by the Academy are subject to disclosure under the Revised School Code and the Freedom of Information Act.

16.3. Non-Disclosure of Proprietary Information. Except as specifically required by the Code or the Michigan Freedom of Information Act, the proprietary information and materials of either party, including educational materials and teaching techniques used by the Academy, shall be held in strict confidence by the other party to this Agreement. The Academy; however, may continue to use proprietary information developed on behalf of the Academy as part of its ongoing Educational Program.

16.4. Required Disclosure. The Academy shall be permitted to report any new teaching techniques or methods of significance to the public, as required by law, notwithstanding anything contained in this Section to the contrary.

17. Indemnification.

17.1 Indemnification of TLG. To the extent permitted by law and without waiving any privilege or immunity, the Academy shall indemnify, defend save and hold TLG and its affiliates and all of their respective employees, officers, directors, subcontractors, agents and representatives

harmless against any and all claims, demands, suits, losses, costs, fees, penalties, fines, damages, reasonable attorney's fees or other forms of liability that may arise out of, or may be caused solely by the gross negligence or reckless errors or omissions under this Agreement by reason of, any noncompliance by the Academy with any agreements, covenants, warranties or undertakings of the Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement. In addition, to the extent permitted by law, the Academy will reimburse TLG for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. However, the payment of any such legal costs and reasonable attorney fees shall be limited to the amounts covered by the Academy insurance policy. The indemnification requirements of this Paragraph may be met by the purchase of insurance in the form and amount acceptable to TLG and shall not be less than the MUSIC insurance coverages required by the Contract and this Agreement. The Academy shall provide TLG with written evidence of such insurance.

17.2. Immunities and Limitations Applicable to the Academy Board. The Academy Board may assert all privileges, immunities and statutory limitations of liability in connection with any claims arising from the operation of the Academy or under this Agreement.

17.3. Indemnification of Detroit Public Safety Academy. TLG shall indemnify, defend and save and hold the Academy and all of its board of directors, individual board members, employees, officers, directors, subcontractors, agents and representatives harmless against any and all claims, demands, suits, losses, costs, fees, penalties, fines, damages, reasonable attorney's fees or other forms of liability that may be caused by any negligent or intentional conduct by TLG, its officers, directors, employees, subcontractors, agents and representative, or by any failure to act or omission by TLG that cause harm to the Academy arising out of this Agreement, including, but not limited to, arising out of, or by reason of, any noncompliance by TLG with any agreements, covenants, warranties or undertakings of TLG contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of TLG contained in or made pursuant to this Agreement. In addition, TLG will reimburse the Academy for any and all legal costs and reasonable attorney fees associated with the defense of any such claim, demand, or suit. The indemnification requirements of this Paragraph may be met by the purchase of insurance in the form and amount acceptable to the Academy and shall not be less than the MUSIC insurance coverages required by the Contract and this Agreement. TLG shall provide the Academy with written evidence of such insurance.

17.4. Immunities and Limitations Applicable to TLG. TLG may assert all privileges, immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

17.5. Mutual Duty to Cooperate. The parties acknowledge that each party has a duty and obligation to cooperate with the other party, and further that such duty to cooperate is a material part of this Agreement.

18. Insurance.

18.1. Academy Insurance. The Academy shall maintain such policies of insurance coverage in the amounts as required by the Universities Self-Insurance Corporation (M.U.S.I.C.) and the Contract in the amounts required by M.U.S.I.C. and the Contract. TLG shall comply with the information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. The Academy's insurance is separate and apart from an in addition to the insurance TLG is required to obtain under the Contract and the ESP Policies. In the event M.U.S.I.C. or the University Board requests any change in coverage, the Academy agrees to comply with any change in the type and amount of coverage as required by M.U.S.I.C. or the University Board within thirty (30) calendar days after written notice of the insurance change. The Academy agrees to add TLG, its affiliates, and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. as an additional insured on all policies. In the event the University Board or M.U.S.I.C. requests a change in coverage, the Academy shall comply with the change in the type or amount of coverage as requested within thirty (30) calendar days after written notice of the insurance coverage change. ESP Policies at (C)(17).

18.2. TLG Insurance. TLG shall maintain such policies of insurance in the amounts as required by the Michigan Universities Self-Insurance Corporation (M.U.S.I.C.) and the Contract. The Academy shall comply with the information or reporting requirements applicable to TLG under TLG's policy(ies) with its insurer(s), to the extent practicable. TLG's insurance is separate from and in addition to the insurance the Academy Board is required to obtain under the Contract. In the event M.U.S.I.C. or the University Board request any change in coverages, TLG agrees to comply with any change in the type and amount of coverage a required by M.U.S.I.C. or the University Board within thirty (30) calendar days after written notice of the insurance change. TLG shall name the Academy and Eastern Michigan University as additional insureds on all policies. TLG's cost of procuring insurance coverage under this Agreement is a corporate cost to be paid by TLG.

18.3. Property and Casualty Insurance. The Academy and TLG shall each maintain property and casualty insurance covering all real and personal property owned by that party which are used in the operations of the Academy. The amount of such coverage shall be sufficient to fully comply with M.U.S.I.C. and the Contract.

18.4. Workers' Compensation Insurance. The Academy and TLG shall each maintain workers' compensation insurance as required by law, covering their respective employees,

including the maintenance of such insurance with respect to the School Leader, teachers and support staff of the Academy. The cost of the Academy's workers' compensation insurance shall be provided for in the Academy's budget. TLG shall pay the cost of its workers' compensation insurance.

18.5. Coordination and Cooperation. To the extent requested by the Academy, TLG shall undertake to coordinate the acquisition and maintenance of the insurance requirements of the Academy under this Agreement and the parties will cooperate with each other to assure the complete, efficient and economical provision of the required insurance coverage. In addition, each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Section 18. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

18.6. Additional Insurance Conditions. All insurance required by this Agreement and the Contract must be obtained from a responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board determines that such an association provides economic advantages to the Academy. The Academy and TLG shall list Eastern Michigan University on its insurance policies as an additional insured as required by the Contract.

18.7. Evidence and Notices. Each party shall, upon written request, present evidence to the other party and to the University Board that it maintains the requisite insurance.

19. Warranties and Representations.

19.1. Representations and Warranties of TLG. TLG hereby represents and warrants to the Academy that:

19.1.1. TLG is a Michigan limited liability corporation in good standing duly authorized to conduct business in the State of Michigan.

19.1.2. TLG has the authority under the Code and other applicable laws, rules and regulations to execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

19.1.3. TLG will use its best efforts to ensure that the Educational Program complies with and will continue to comply with the Contract, the Code and other applicable laws, rules, and regulations.

19.1.4. TLG's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

19.2 Representations and Warranties of the Academy. The Academy hereby represents and warrants to TLG that:

19.2.1. The Academy is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Michigan.

19.2.2. The Contract (i) authorizes the Academy Board to operate the Academy and receive revenues under the Code from the State of Michigan and from federal, State and local government agencies including its Local Intermediate School District (ISD) and other resources; (ii) approves the Educational Program and other services and activities contemplated by this Agreement; and (iii) vests the Academy with all powers necessary and desirable for carrying out the Educational Program and other services and activities contemplated and provided by this Agreement.

19.2.3. The Academy has the authority under the Code and other applicable laws, rules and regulations to contract with a private entity to provide the Educational and Supplemental Programs to the Academy and perform the Educational Services, Administrative Services, and all other services under this Agreement, to execute, deliver and perform the requirements under this Agreement, and to incur the obligations provided for under this Agreement.

19.2.4. The Academy's actions and those of the Academy Board have been duly and validly authorized.

19.2.5. To the best of its knowledge, the Academy is not in breach of the terms of the Contract and will use its best efforts to ensure that it will not breach the Academy's Contract in the future.

19.2.6. To the best of its knowledge, the Academy is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Academy's required performance under this Agreement.

19.2.7. The Academy's Educational Program has been reviewed and approved by resolution by the Academy Board.

19.2.8. The Academy and the Academy Board will use its best efforts to ensure that the Educational Program complies with and will continue to comply with the Contract, the Code and other applicable laws, rules, and regulations.

19.3. Mutual Warranties. Each party to this Agreement represents and warrants to the other, that, as the date of execution of this Agreement, there are no known, asserted or unasserted liabilities, damages, fines, penalties, demands, forfeitures, claims, suits, causes of action or other liabilities or losses, including any costs of defense, settlement and prosecution along with attorney, expert and other professional fees, arising out of or related to any negligence, wrongful act or breach of this Agreement, or the obligations of each of the respective parties or any of their employees or others for whom each is respectively responsible in connection with the performance of this Agreement.

20. Alternative Dispute Resolution Procedures.

20.1. Dispute Resolution. Any and all claims, disputes, or other matters in controversy ("Disputes") between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement during the Term of this Agreement or after termination of this Agreement shall be resolved exclusively according to the procedures set forth in this Section 20. Any and all disputes between the parties shall be first discussed informally between the parties. In the event the parties cannot resolve their dispute, the matter shall be submitted to mediation for resolution, if possible.

20.2. Mediation. No party shall commence an arbitration proceeding pursuant to the provisions of Section 20.3 unless such party shall first give a written notice (a "Dispute Notice") to the other party hereto setting forth the nature of the Dispute. Both parties will attempt to mutually agree upon the mediator and shall participate in all mediation meetings and processes in good faith. The parties shall attempt in good faith to resolve the Dispute by mediation under the Commercial Mediation Rules of the American Arbitration Association ("AAA") in effect on the date of the Dispute Notice and will take place in Wayne County, Michigan, with such variations as the parties and the mediator unanimously accept. If the parties cannot agree on the selection of a mediator within twenty (20) days after delivery of the Dispute Notice by certified mail return-receipt requested to the other party, the mediator will be selected by the AAA. If the Dispute has not been resolved by mediation within sixty (60) days after selection of the mediator, then the Dispute shall be determined by arbitration in accordance with the provisions of Section 20.3. The parties shall share equally in the costs of the mediation including forum fees, expenses and charges of the mediator,

20.3. Arbitration. If the mediation does not result in a mutually satisfactory

compromise, then the matter shall be resolved by arbitration and such procedure shall be the sole and exclusive remedy for such matters. A request for arbitration must be filed within thirty (30) days of the date of the final mediation meeting or proceeding. Any Dispute arising under or related to this Agreement shall be referred to a single arbitrator, mutually agreed upon by the parties, or if no single arbitrator can be agreed upon, an arbitrator shall be selected in accordance with the then prevailing Commercial Rules of the American Arbitration Agreement and such dispute difference or disagreement shall be settled by arbitration in accordance with the then prevailing Commercial Rules of the American Arbitration Association. Judgment upon the award rendered may be entered in any court having jurisdiction thereof. All such Disputes shall be conducted by a single arbitrator, with general or commercial litigation experience and relevant experience in the field of education. All arbitration proceedings shall take place in Wayne County, Michigan. If the parties are unable to agree upon a mutual location for the arbitration, the arbitration shall take place at the Detroit office of Clark Hill, PLC. The parties shall split equally the costs of the filing fee of the arbitrator, regardless of which party requests the arbitration. Each party shall be responsible to pay its own costs and attorney's fees in connection with the arbitration.

20.4. Cause Opinion. The arbitrator's award shall be final and binding and may be enforced in a court of competent jurisdiction. The final decision shall include a cause opinion, written explanation of his/her findings of facts and conclusions of law. The University Charter Schools Office shall be notified of the decision, and upon the University Charter School's Office request, the cause opinion shall be made available to the CSO. ESP Policies at (C)(20).

21. Miscellaneous.

21.1. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between Detroit Public Safety Academy and TLG regarding the Academy.

21.2. Force Majeure. Notwithstanding any other section of this Agreement, neither party will be responsible or liable to the other party for any losses, or delay, failure or inability to perform its respective obligations under this Agreement when such failure is caused by conditions beyond the party's control such as acts of God, civil disorder or disturbances, vandalism, war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, pandemics, infectious diseases, weather and energy related closings, governmental rules and regulations or the like, causes damage or destruction of real or personal property, or other acts beyond the party's reasonable control. The other party may obtain substitute performance during such period.

21.3. Governing Law. This Agreement shall be governed by and enforced in accordance with the laws of the State of Michigan.

21.4. Entire Agreement. This Agreement and attached Exhibit A, constitutes the entire agreement between the parties relating to the Services set forth herein and the compensation to be paid by the Academy to TLG for the performance of such Services. This Agreement supersedes and replaces any and all prior written or oral agreements and understandings between the Academy and TLG on the subject matter hereof. No modification of this Agreement shall be valid or binding unless such modification is in writing, dated and signed by the authorized representative of each Party and is consistent with the University Board's educational service provider policies and the Contract. The conditions of this Agreement extend to bind the subsidiaries, affiliates, successors and assigns of each party.

21.5. Execution in Counterparts. Copies This Agreement may be executed in counterparts, each of which shall be deemed an original both of which together constitute one and the same Agreement. Photocopy, facsimile, or other printable electronic copy of the signatories to this Agreement may be relied upon to the same extent as though the copy was an original.

21.6. Notices. All notices, demands, requests, consents and other communications required by the terms of this Agreement shall be in writing and delivered to each party or mailed to the parties at their respective at the addresses set forth below, or at such other address as may be furnished by a party to the other party. Notices shall be deemed to have been received on the date of personal delivery; or if given by mail, 5 business days following the date of the postmark. Written notices may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine), (iii) personal delivery, or (iv) electronic mail with confirmation receipt. Notice will be deemed to have been given five (5) days after mailing, or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter).

The addresses of the parties are:

To Detroit Public Safety Academy:	To TLG
Detroit Public Safety Academy	The Leona Group, L.L.C.
1250 Rosa Parks Blvd.	2125 University Park Drive
Detroit, MI 48216	Okemos, Michigan 48864
Attention: Board President	Attention: William Coats, CEO
Tel: 313-965-6916	Tel: 517-333-9030
	Fax: 517-333-4559

With a copy to:
Clark Hill PLC
Attention: Joe Urban
151 S. Old Woodward Ave.
Suite 200
Birmingham, MI 48009
Tel: 248-988-1829
Fax: 248-988-1827
jurban@clarkhill.com

21.7. Assignment. This Agreement shall not be assigned without the express written consent of the non-assigning party. This Agreement shall not be assignable without prior notification to the CSO. Any assignable party shall be considered an ESP, as defined by EMU’s ESP Policies. As such, any assignable party shall follow the requirements set forth in EMU’s ESP Policies. ESP Policies at (C)(21).

21.8. Amendment. This Agreement may only be amended in writing, signed by a duly authorized representative of each party and in manner consistent with the University Board’s ESP Policies.

21.9. Non-Waiver. The failure of a party in exercising any right, power or privilege under this Agreement shall not affect such right, power or privilege under the terms of this Agreement nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly

stated.

21.10. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by TLG are found to be an invalid delegation of authority by the Academy, such services shall be construed to be limited to the extent necessary to make the services valid and binding.

21.11. Successors and Assigns. Except as limited by Section 21.7, this Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

21.12. No Third-Party Rights. This Agreement is made for the sole benefit of the Academy and TLG. Except as otherwise expressly provided herein, nothing in this Agreement shall create or be deemed to create a relationship between the parties, or either of them individually, with any third person, third party beneficiary, fiduciary or the University Board, other than the third-party rights specifically enumerated for EMU regarding indemnification.

21.13. Survival of Termination. All representations, warranties and indemnities and nondisclosures/confidentiality obligations made in this Agreement shall survive termination or expiration of this Agreement without limitation.

21.14. Binding Effect; Counterparts. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

21.15. Delegation of Authority; Compliance with Laws. Nothing in this Agreement shall be construed as delegating to TLG any of the powers or authority of the Academy Board which are not subject to delegation by the Academy Board in accordance with applicable laws, rules or regulations. The Parties agree to comply with all applicable laws, rules and regulations.


21.16. Review by Independent Counsel. The Parties agree that each has reviewed, or had an opportunity to review, this Agreement with its own independent legal counsel prior to the execution of this Agreement.

[Signature Page for 2022 Management Agreement]

IN WITNESS WHEREOF, the Parties, by their duly authorized representatives, have executed this Agreement as of the date and year first above written.

Detroit Public Safety Academy

The Leona Group, L.L.C.

By:  _____

By:  _____

Its: President

Its: CEO

Date: May 17, 2022

Date: May 17, 2022

CONTRACT SCHEDULE 6

Physical Plant Description

LEASE AGREEMENT

THIS LEASE (“Lease”) has been made and entered into as of this 1st day of January, 2022, by and between Beverly 1250 Rosa Parks Boulevard Property Holdings, LLC (“Landlord”), whose address is 2125 University Park Drive, Okemos, Michigan 48864 and Detroit Public Safety Academy, a Michigan nonprofit corporation (“Tenant” or “Academy”), whose address is 1250 Rosa Parks Boulevard, Detroit, Michigan 48216.

WITNESSETH:

WHEREAS, Landlord is the owner of a parcel of property located in Detroit, Michigan, commonly known as 1250 Rosa Parks Boulevard, Detroit, Michigan 48216, as more particularly described in Exhibit A attached hereto (the “Land”); and

WHEREAS, there are buildings and other improvements, structures, parking facilities, and fixtures constructed, installed, or located on the Land (the “Improvements”; the Land and the Improvements are sometimes hereinafter collectively referred to as the “Leased Premises”).

NOW, THEREFORE, in consideration of the mutual undertakings herein contained, and intending to be legally bound, Landlord and Tenant agree as follows:

1. Description, Demise of Leased Premises; Term.

1.1 Landlord agrees to lease the building located at 1250 Rosa Parks Boulevard, Detroit, Michigan 48216, as more particularly described in Exhibit A attached hereto (“Leased Premises”) to Tenant, and Tenant agrees to rent the Leased Premises from Landlord, on the terms and subject to the conditions contained herein, for a term beginning on January 1, 2022 (“Commencement Date”) and ending on June 30, 2022 (the “Termination Date”), unless sooner terminated as provided herein or automatically renewed pursuant to Section 1.3 of this Lease (the “Term”). The Lease may not exceed the term of the Academy’s renewed or new Charter Contract. In the event the Charter Contract is revoked, suspended, terminated, or is not renewed or a new Charter Contract is not issued by the Eastern Michigan University Board of Regents (“Authorizer” or “University Board”) effective July 1, 2022, the Lease and all obligations thereunder shall immediately terminate.

1.2 No party other than Tenant shall have an ongoing right to occupy the Leased Premises without providing written notice to the CSO Director thirty (30) days prior to such occupancy.

1.3 The Term of this Lease shall extend automatically upon renewal of the charter contract between the University Board and the Academy for the period of the charter contract renewal (“Renewal Term”). The last day of the charter contract renewal shall be the last day of the Renewal Term.

2. Use of Leased Premises.

2.1 Tenant shall use and occupy the Leased Premises for the purpose of operating a public school academy under the Code. The Parties understand and agree that the Leased Premises shall be used and occupied as a high school, grades 9-12, educational facility and any related uses (the "Intended Uses") and for no other purpose, except with the Landlord's prior written consent (which consent shall not be unreasonably withheld). Landlord represents that the Leased Premises is suitable for and approved for Tenant's use. In the event that the Leased Premises is not suitable for and approved for use as a public school by any Federal, State and/or Local government agency or any applicable laws, rules, regulations and ordinances, including, but not limited to, the State Fire Marshal and the State and Local Building Codes, this Lease shall be immediately terminated without any further rental payment or cost due or owing by the Tenant to the Landlord.

2.2 Tenant shall not use the Leased Premises, or permit the Leased Premises to be used, in a manner that constitutes a violation of any applicable law, order, ordinance, or regulation or that may be dangerous; nor shall Tenant commit any waste in the Leased Premises, or permit any objectionable noise or odor to be emitted, or permit anything to be done on the Leased Premises tending to create a nuisance, or to disturb others. The Tenant shall abide by and follow all federal, state and local laws, rules, regulations and ordinances regarding the Tenant's operation of a 9-12 high school public school academy.

3. Rent

3.1 Beginning on January 1, 2022, Tenant shall pay to Landlord, the sum of Nineteen Thousand Dollars (\$19,000.00) per month on the first day of each month to and through June 30, 2022.

3.2 Upon renewal of the Lease pursuant to 1.3 of this Lease, Tenant shall pay to Landlord Rent in the amount specified below.

<u>Rent Term</u>	<u>Annual Rent</u>	<u>Monthly Rent</u>
July 1, 2022 – June 30, 2023	\$228,000.00	\$19,000.00
July 1, 2023 – June 30, 2024	\$276,000.00	\$23,000.00

3.3 Each monthly installment of Rent shall be payable in advance on or before the first day of each calendar month during the Term at such place as the Landlord shall from time to time designate in writing. Tenant's obligation to pay Rent that is accrued and unpaid hereunder shall survive the expiration or termination of the Term. Payments received from Tenant shall be applied by Landlord as follows: First to other charges due and unpaid; then to Rent.

4. Security Deposit. Tenant has already paid Landlord the sum of Sixteen Thousand Five Hundred Dollars (\$16,500.00) as a security deposit for this Lease. Tenant may not, without Landlord's prior written consent, apply this security deposit to the last month's rent or to any other sum due under this lease. Within thirty (30) days after Tenant has vacated the Leased Premises,

Landlord will return the safety deposit in full or give Tenant an itemized written statement of the reason for, and the dollar amount of, any of the security deposit retained by Landlord.

5. Tenant Improvements.

5.1 Tenant Improvements shall mean and refer to improvements that Tenant desires to make to the Leased Premises. Tenant Improvements shall be constructed in accordance with the plans and specifications approved by Landlord. Tenant Improvements shall be undertaken in compliance in all material respects with all applicable laws, orders, rules, regulations and ordinances of federal, state, local and municipal authorities.

5.2 Tenant Improvements shall be constructed by Tenant's contractor at Tenant's sole cost and expense. Tenant represents and warrants to Landlord that any Tenant Improvements constructed as part of the Leased Premises are or shall be of good workmanship and in compliance with plans and specifications approved by Landlord in all material respects.

6. Covenants and Evidence of Title. Landlord hereby represents and warrants to Tenant as follows:

6.1 Landlord is the owner of the Leased Premises, subject to any liens, easements, restrictions, and encumbrances ("Encumbrances"), provided, that none of the Encumbrances prohibit this Lease or the use of the Leased Premises as allowed under this Lease.

6.2 To Landlord's knowledge, no existing federal, state or local laws, rules, regulations, ordinances including, but not limited to, any zoning ordinance or restrictive covenant prevents the Intended Uses of the Leased Premises as a public high school academy with grades 9-12. The Landlord represents and warrants that the Leased Premises may be used as a school by the Tenant and that the Leased Premises and the Building meet the State Fire Marshal Code and State and Local Building Codes for use as a "school".

6.3 Landlord has full right and authority to enter into this Lease and no joinder or approval of another person is required with respect to Landlord's right.

6.4 Landlord can and by this Lease does give to Tenant exclusive possession of the Leased Premises subject to the Encumbrances and the terms and conditions of this Lease.

6.5 All utilities necessary to operate the Leased Premises as a public high school academy, grades 9-12, as contemplated by this Lease ("Utilities") are available to Tenant at the Leased Premises (or will be available upon the completion of the Tenant Improvements in accordance with the Plans and Specifications) and to Landlord's knowledge, after commercially reasonable investigation, such Utilities will be as of the Commencement Date in reasonably sufficient supply, character and/or quantity to permit the Leased Premises to be used as a public high school academy, with grades 9-12 and for the Intended Use. The Tenant shall be responsible for paying all Utilities serving the Leased Premises, including electricity, gas, water, sewage, telephone, trash removal, and internet.

7. Possession.

7.1 If possession of the Leased Premises shall for any reason not be delivered to Tenant on the Commencement Date, this Lease shall continue in full force and effect, with full abatement of rent, until possession of the Leased Premises is delivered to Tenant; provided, however, that the Lease shall become null and void if possession is not delivered within thirty (30) days of the Commencement Date, unless otherwise agreed to in writing by the Landlord and Tenant. Tenant shall for purposes of this Lease be deemed to have taken possession of the Leased Premises on the date when Tenant actually occupies the Leased Premises for the Intended Use (“Possession Date”).

7.2 Notwithstanding anything contained herein to the contrary, Tenant’s obligation to pay Rent shall commence on the later of the (i) Possession Date and (ii) Commencement Date (“Rent Commencement Date”). The Term of this Lease shall not be affected by the fact that the Rent Commencement Date occurs after the Commencement Date.

8. Quiet Enjoyment. Landlord covenants and agrees that upon Tenant’s timely payment of the Rent and Tenant observing and performing the terms, covenants and conditions required to be performed and/or observed under this Lease, Tenant may peaceably and quietly enjoy the Leased Premises.

9. Landlord’s Repairs; Maintenance.

9.1 Landlord shall repair and maintain in good order and condition, including replacement, if necessary, the exterior and structure of the Leased Premises, including without limitation, the outside walls (including painting and other maintenance), foundations, roof, gutters, downspouts, overhangs, facade, fire sprinkler systems, structural members and components, the wiring, plumbing, pipes and conduits leading up to the exterior walls of the Leased Premises, and the equipment (if any) which serves the Leased Premises. If it is necessary to replace a major component of the HVAC system, such as a furnace, boiler, compressor, condenser or heat pump, the Landlord shall make and pay for such replacement. Landlord shall be solely responsible for all damage to Tenant’s equipment, fixtures, improvements, ceiling tiles, floor tiles, inventory, and other personal property caused by Landlord’s failure to fulfill its maintenance and repair obligations under this Lease, including, but not limited to, all damage caused by leaks in the roof, unless such leaks are caused by fire or other casualty.

9.2 Landlord shall make all repairs, alterations, installations, and additions which may be required by any federal, state and local laws, ordinances, orders, rules or regulations of any insurance underwriters or public authorities (including, but not limited to, fire safety authorities, the State Fire Marshal and State and Local Buildings Codes) having jurisdiction over the building and the Leased Premises. Landlord is required to make all repairs, alterations, modifications, additions or construction to make the Leased Premises, building, land, parking areas, drives, sidewalks and surrounding areas compliant with the Americans with Disabilities Act, 42 U.S.C. 12183 *et seq.*

10. Tenant's Repairs; Maintenance.

10.1 Except for reasonable wear and tear, the Landlord's maintenance and repair obligations under the provisions of Section 8, damage by fire or other casualty, repairs of construction defects, and repairs covered by construction warranties or manufacturers' warranties, Tenant shall keep and maintain the interior of the Leased Premises, including the heating and air conditioning systems (unless replacement is necessary) and the interior plumbing and electrical systems.

10.2 Subject to coverage from the casualty insurance required in this Agreement by Tenant, Tenant shall maintain and repair all doors and door frames, door checks, windows, window frames, plate glass, security cameras and equipment.

10.3 Tenant shall have the right, at its expense, from time to time, to redecorate or remodel the Leased Premises and to make such nonstructural alterations and changes in the interior thereof as it shall deem expedient or necessary for its purposes, provided, however, that such alterations and changes shall not injure the structure of the Leased Premises and shall be performed in a good and workmanlike manner.

10.4 Tenant shall, at Tenant's expense, arrange for all indoor and outdoor upkeep, cleaning and maintenance, including janitorial services, snow plowing of the parking areas and drives and lawn and landscape maintenance.

11. Real Property Taxes. Tenant agrees to pay any real property taxes assessed against the Leased Premises. building and the Leased Premises.

12. Setoff. Any Rent due under this Lease shall be paid by Tenant when due without any setoff, deduction, abatement, reduction or counterclaim whatsoever.

13. Alterations by Tenant.

13.1 Tenant shall not, without the prior written consent of Landlord (which will not be unreasonably withheld or delayed), make any alterations, improvements, additions or physical changes ("Tenant Alterations") to the Leased Premises.

13.2 Any fixtures purchased with Tenant's funds are owned by Tenant.

13.3 If Tenant makes improvements to the Leased Premises, Tenant may recoup those investments from the Landlord if the Lease is terminated by the Landlord without cause prior to the conclusion of the Lease Term. Unless Landlord otherwise directs in writing, no alterations made or installed by Tenant (except moveable equipment and trade fixtures) shall be removed by Tenant from the Leased Premises at the termination of this Lease.

14. Competitive Bidding. If Landlord procures equipment, materials and supplies at the request of or on behalf of Tenant, Landlord shall follow all applicable competitive bidding laws for public school academies in Michigan, including federal competitive bidding requirements where federal funds are used. Landlord is prohibited from including any added fees or charges

with the cost of equipment, materials and supplies purchased from third parties (except that Landlord may assess actual costs, such as taxes, shipping, permits, installation, or other similar expenses).

15. Signs. Tenant may erect, maintain and remove such signs that have been approved in writing by Landlord. Landlord's approval shall not be unreasonably withheld or delayed, provided that all signs are in compliance with applicable state and local laws, rules, regulations and ordinances.

16. Laws, Ordinances and General Conditions. Landlord and Tenant, at their respective expense, shall, as applicable to each, comply promptly with (i) all applicable federal, state and local laws, ordinances, orders, rules and regulations affecting its use or occupancy of the Leased Premises or any alterations made to the Leased Premises; and (ii) the recommendations of any insurance company, federal, state or local governmental inspection bureau or similar governmental agency with respect thereto.

17. Tenant's Environmental Covenants.

17.1 Tenant shall not cause or permit the Leased Premises, through acts of Tenant to be in violation of any and all federal, state or local laws, ordinances, rules, decrees, orders, regulations, or court decisions relating to hazardous substances, hazardous materials, hazardous waste, toxic substances, environmental conditions on, under or about the Leased Premises, the Building or the Property, or soil or ground water conditions, including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act of 1980 (CERCLA), the Resource Conservation and Recovery Act (RCRA), the Hazardous Materials Transportation Act, and any other law or legal requirement concerning hazardous or toxic substances, and any amendments to the foregoing ("Environmental Laws"). Tenant shall have no liability or obligation to investigate, clean, remove, remediate, or otherwise deal with hazardous material present at the site prior to the Tenant occupying the site. Such liabilities shall be the sole responsibility of the Landlord.

17.2 Tenant shall not, in violation of any applicable Environmental Laws, use, generate, manufacture, store, or dispose of, on, under, or about the Leased Premises or transport to or from the Leased Premises any flammable explosives, radioactive materials, including, without limitation, any substances defined as, or included in the definition of, "hazardous substances", "hazardous wastes", or "hazardous materials" under any applicable Environmental Laws ("Hazardous Materials").

17.3 To the extent permitted by law, Tenant shall be solely responsible for, and shall indemnify and hold harmless Landlord, its officers, directors, partners, employees, agents, successors, and assigns from and against any loss, damage, cost, expense, or liability directly arising out of or attributable to Tenant's use, generation, storage, release, threatened release, discharge, disposal of Hazardous Materials on, under, or about the Leased Premises. The foregoing indemnity shall survive the termination or expiration of this Lease.

18. Landlord Environmental Covenants.

18.1 Landlord hereby represents and warrants to Tenant that, to Landlord's knowledge:

18.1.1 No Hazardous Materials are now located at the Leased Premises, building, land, parking areas, drives, walkways and surrounding property and that neither Landlord nor, to Landlord's knowledge, any other person has ever caused or permitted any Hazardous Materials to be placed, held, located or disposed of on, under or at the Leased Premises, the building, land, parking areas, drives, walkways and surrounding property.

18.1.2 No part of the Leased Premises, building, land, parking areas, drives, walkways and surrounding property is or has been used for the disposal, storage, treatment, processing or other handling of Hazardous Materials, nor is any part of the Leased Premises, building, land, parking areas, drives, walkways and surrounding property affected by or contain any Hazardous Materials contamination.

18.1.3 No property adjoining the Leased Premises, building, land, parking areas, drives, walkways and surrounding property is being used or has ever been used for the disposal, storage, treatment, processing or other handling of Hazardous Materials, nor has any other property adjoining the Premises, building, land, parking areas, drives, walkways and surrounding property been affected by Hazardous Materials contamination.

18.1.4 No investigation, administrative order, consent order and agreement, litigation or settlement with respect to Hazardous Materials is in existence, or proposed, threatened or anticipated with respect to the Leased Premises, building, land, parking areas, drives, walkways and surrounding property. The Leased Premises, building, land, parking areas, drives, walkways and surrounding property is not currently on, and to Landlord's knowledge, has never been on, any federal or state "Superfund" or "Superlien" list.

18.1.5 The Leased Premises, building, land, parking areas, drives, walkways and surrounding property is in compliance with all Environmental Laws.

18.2 Except for an event or circumstance caused solely by Tenant, Landlord shall indemnify, defend and hold harmless Tenant and its officers, directors, board members, employees, agents, and representatives from and against any and all claims, demands, suits, losses, costs, expenses, damages or liability of any kind relating to any of the following events or circumstances (i) any "release" as defined in CERCLA of any Hazardous Materials, (ii) any contamination of the soil or ground water, damage to the environment or natural resources at the Premises, Leased Premises, building, land, parking areas, drives, walkways and surrounding property (iii) any toxic, explosive or otherwise dangerous materials buried beneath or concealed within the Leased Premises, building,

land, parking areas, drives, walkways and surrounding property and/or (iv) any other environmental problem. Tenant's Indemnification by Landlord under this Section shall survive the expiration or termination of this Lease.

18.3 Tenant has no liability or obligation to investigate, clean, remove, remediate, or otherwise deal with hazardous material present at the Leased Premises, building, land, parking areas, drives, walkways and surrounding property prior to Tenant occupying the Leased Premises. Such responsibilities and liabilities shall be the sole responsibility of the Landlord.

18.4 Landlord has provided to Tenant all environmental studies for the Leased Premises, building, land, parking areas, drives, walkways and surrounding property to which Landlord has access.

19. Destruction—Fire or Other Cause.

19.1 Subject to the provisions of Subsection 19.2, if the Leased Premises shall be rendered untenable by fire or other casualty, Landlord shall restore the Leased Premises and make the Leased Premises tenable as soon as possible. Except in the case of damage caused by Tenant or its officers, directors, board members, agents, employees, contractors, guests or licensees, Rent shall abate during the period of uninhabitability in proportion to the area of the Leased Premises rendered untenable. All such restoration shall be completed within 180 days of settlement with Landlord's insurance carriers or Tenant shall, as its sole remedy, be entitled to terminate this Lease. If Tenant, determines, in its sole discretion, that 180 days will unreasonably interfere with the delivery and quality of its Educational Program, Tenant may, as its sole remedy, terminate the Lease at any time within the 180 day period and shall not owe Landlord any Rent beyond the date Tenant terminates this Lease.

19.2 If the Leased Premises shall be so damaged by fire or other casualty that demolition or substantial reconstruction (more than 50% of their initial cost) is required, then either Landlord or Tenant may terminate this Lease by notifying the other party of such termination within thirty (30) days after the date of such damage. Rent shall be prorated to the date of such termination.

19.3 Tenant shall immediately notify Landlord of the occurrence of a fire or other casualty at the Leased Premises. Tenant shall at its expense restore or replace its personal property, fixtures and Tenant improvements, if any. Rent shall be abated during any delay caused by the failure of Landlord to complete the restoration and repair work of the Leased Premises.

20. Eminent Domain. If all or any material part of the Leased Premises shall be taken or condemned by any competent authority for any public use or purpose, the Term shall, at the option of Landlord, end as of the date of the actual taking. If the Leased Premises may not reasonably be used for the Intended Use contemplated by this Lease following any taking, Tenant may terminate this Lease. In either case, there shall be no apportionment to Tenant of any portion

of the award or damages for such taking; provided, however, that Tenant shall be entitled to any funds awarded it for moving expenses or business interruption. This Lease shall otherwise remain in full force and effect without apportionment to Tenant of any portion of the award or damages. In the event of a termination pursuant to this Section, Rent shall be apportioned to the date of such taking.

21. Tenant Indemnification; Tenant's Property.

21.1 To the extent permitted by law, Tenant shall indemnify Landlord against and hold it harmless from any and all liabilities, obligations, damages, penalties, claims, costs and expenses, including reasonable attorneys' fees, paid or incurred as a result of or in connection with (i) Tenant's use or occupancy of the Leased Premises, (ii) any breach by Tenant or any of Tenant's officers, directors, board members, agents, contractors, employees, customers, invitees, or licensees, of any covenant or condition of this Lease, or (iii) the carelessness, gross negligence or reckless conduct of the Tenant or any of Tenant's officers, directors, board members, contractors, employees, customers, invitees, or licensees. If any action or proceeding is brought against Landlord by reason of any such claim, Tenant, upon written notice from Landlord, will, at Tenant's expense, resist or defend such action or proceeding by counsel approved by Landlord in writing.

21.2 Tenant shall bring or keep property upon the Leased Premises solely at its own risk, and Landlord shall not under any circumstances be liable for any damages thereto or any destruction or theft thereof. Tenant shall maintain a policy of insurance against risk of loss from any cause whatsoever to all such property, and, in addition, all plate glass upon or appurtenant to the Leased Premises, to the full extent of their replacement cost, which policy of insurance shall contain a clause or endorsement under which the insurer waives, or permits the waiver by Tenant of, all right of subrogation against Landlord, and its officers, directors, agents, employees, customers, invitees, guests, or licensees, with respect to losses payable under such policy. Tenant hereby waives all right of recovery which it might otherwise have against Landlord, and its officers, directors, agents, employees, customers, invitees, guests, or licensees, for any damage to Tenant's property which is (or by the terms of this Lease is required to be) covered by a policy of insurance, notwithstanding that such damage may result from the negligence or fault of Landlord, or its officers, directors, agents, employees, customers, invitees, guests, or licensees. Any deductible amount included in such policy shall be treated as though it were recoverable under the policy.

22. Landlord's Indemnification of Tenant. Landlord and its officers, directors, employees, agents and representatives shall indemnify Tenant against and hold it harmless from any and all liabilities, obligations, damages, penalties, claims, demands, costs and expenses, including reasonable attorneys' fees, paid or incurred as a result of or in connection with (i) Landlord's use of the Leased Premises, (ii) any breach by Landlord, or any of its officers, directors, agents, contractors, employees, customers, invitees, or licensees, of any covenant or condition of this Lease, or (iii) the carelessness, negligence or improper conduct of the Landlord or any of Landlord's officers, directors, contractors, employees, customers, invitees, or licensees. If any action or proceeding is brought against Tenant by reason of any such claim, Landlord, upon written

notice from Landlord, will, at Landlord's expense, resist or defend such action or proceeding by counsel approved by Tenant in writing.

23. Insurance. By this section and the other provisions of this Lease, Landlord and Tenant intend that the risk of loss or damages as described shall be borne by responsible insurance carriers to the extent provided.

23.1 In the event Tenant shall fail to obtain insurance required hereunder and fails to maintain the same in force continuously during the term of this Lease, the Landlord may, but shall not be required to, obtain the same and charge the Tenant for same as additional rent. Furthermore, Tenant agrees not to keep upon the Leased Premises any articles or goods which may be prohibited by the standard form of fire insurance policy, and in the event insurance rates applicable to fire and extended coverage covering the Leased Premises shall be increased by reason of any use of the Leased Premises made by the Tenant, the Tenant shall pay to the Landlord, upon demand, such increase in insurance premium as shall be caused by said use or the Tenant's proportionate share of any such increase.

23.2 Tenant shall maintain workers' compensation insurance covering all of its employees, if any, to at least the statutory limit set forth under Michigan law, and a policy of general public liability insurance in an amount at least equal to Two Million Dollars (\$2,000,000.00) single limit coverage for property damage, bodily injury or death. Such policy of general public liability insurance obtained by the Tenant shall name Landlord as an additional insured and shall be underwritten by a carrier and on such other terms and conditions as Landlord shall approve. It shall provide by endorsement or otherwise that such insurance may not be canceled, terminated, amended, or modified for any reason whatsoever, except upon thirty (30) days' prior written notice to Landlord. Prior to the time such workers' compensation and general public liability insurance is first required to be carried by Tenant, and thereafter at least fifteen (15) days prior to the expiration of any such policy, Tenant shall deliver to Landlord either duplicate originals of the aforesaid policies or a certificate evidencing such insurance coverage, together with evidence of payment for the policies. If a certificate is provided, it shall contain a statement substantially in the form of the immediately preceding sentence.

23.3 Landlord shall insure the Leased Premise against loss or damage under a policy or policies of casualty insurance. Such policies shall include a waiver of subrogation clause or endorsement similar to that required of Tenant in Section 24.1.

24. Tenant's Default; Landlord's Remedies. If Tenant shall fail to make any payment of any Rent due hereunder within ten (10) days of its due date, or if default shall continue in the performance of any of the other covenants or conditions which Tenant is required to observe and perform under this Lease for a period of thirty (30) days following written notice of such failure, or if the interest of Tenant in this Lease shall be levied upon under execution or other legal process, or if any petition shall be filed by or against Tenant in a court of bankruptcy, or if Tenant shall be declared insolvent according to law, or make an assignment for the benefit of creditors or petition for or enter into an arrangement, or if Tenant shall abandon or vacate the Leased Premises during the Term of this Lease, or if Tenant shall dissolve, or if Tenant shall cease to entirely own all

business operations being carried on upon the Leased Premises, then Landlord may, but need not, treat the occurrence of any one or more of the foregoing events as a default of this Lease, and thereupon may, at its option, exercise any rights and remedies provided to Landlord at law or in equity.

25. Landlord's Default; Tenant's Remedies. If Landlord shall default in the performance of any covenant or agreement herein contained, and such default shall continue for thirty (30) days after receipt by Landlord of written notice thereof given by Tenant, its Academy Board, officer, director, agent or attorney, or if more than thirty (30) days shall be required because of the nature of the default, if Landlord shall fail to commence and thereafter to proceed diligently to cure such default, then Tenant may, in addition to all other remedies available to Tenant in law or in equity, (1) pay any sum necessary to cause any obligation of Landlord hereunder to be performed, and deduct the cost thereof, together with interest at the rate of ten percent (10%) per annum from the Rent thereafter to become due hereunder; and/or (2) sue for injunctive relief, specific performance, and or damages as the case may be; and/or (3) terminate this Lease, immediately.

26. Waiver; Remedies Cumulative. The failure of either Party to enforce any covenant or condition of this Lease shall not be deemed a waiver thereof or of the right of either Party to enforce each and every covenant and condition of this Lease. No provision of this Lease shall be deemed to have been waived unless such waiver shall be in writing and signed by the person against whom the waiver is claimed. All rights and remedies under this Lease shall be cumulative, and none shall exclude any other rights or remedies allowed by law.

27. Termination; Surrender of Possession.

27.1 Revocation, Suspension, Termination or Expiration of Lease. In the event Tenant's charter contract with the University Board is revoked, suspended, terminated, or expires by its terms, this Lease and all obligations thereunder shall immediately terminate.

27.2 Tenant Termination Right. Tenant shall be permitted to terminate this Lease, without cost or penalty to Tenant, in the event that Tenant is required to close this site covered by this Lease (i) pursuant to a notice issued by the Department of Education under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and the Contract Terms and Conditions. Landlord shall have no recourse against Tenant or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent Landlord from receiving Rent owed prior to site closure or reconstitution, or relieve Tenant from paying any costs or expenses owed under this Lease prior to site closure or reconstitution.

27.3 Upon the expiration or termination of this Lease, whether by lapse of time, operation of law or pursuant to the provisions of this Lease, Tenant shall:

27.3.1 Restore the Leased Premises to their condition at the beginning of the Term, ordinary wear and tear excepted, remove all of its personal property and

trade fixtures from the Leased Premises and repair any damage caused by such removal;

27.3.2 Surrender possession of the Leased Premises to Landlord; and

27.1.3 Upon the request of Landlord, at Tenant's cost and expense, remove from the exterior and interior of the Leased Premises all signs, symbols and trademarks which are connected with or associated specifically with Tenant's business and repair any damages to the Leased Premises caused by such removal.

27.4 If Tenant shall fail or refuse to restore the Leased Premises as hereinabove provided, Landlord may do so and recover the reasonable cost of performing same. If Tenant shall fail or refuse to comply with Tenant's duty to remove all personal property and trade fixtures from the Leased Premises upon expiration or termination of this Lease, or within two weeks thereafter as set forth in the "Holdover Period" Section below, the remedies and procedures set forth in the Holdover Period Section below shall control.

27.5 Holdover Period. Should the Tenant remain in possession of the Leased Premises after the cancellation, expiration or sooner termination of this Lease, or any renewal thereof, without the execution of a new lease or addendum, such holding over in the absence of a written agreement requires that the Tenant provide the Landlord with a 2-week notice prior to the expiration of the lease term if a term extension is needed. The Landlord and Tenant will mutually agree to said extension before an extension is granted, provided that the University Board approves same. If at the end of the 2-week holdover period, the Tenant has failed to surrender the possession of the Leased Premises to Landlord, the Landlord may immediately enter the Leased Premises, with reasonable notice to the Tenant and remove Tenant's personal property from the Leased Premises to a location designated by Tenant. Tenant shall pay all costs and expenses incurred by Landlord for the removal and storage of Tenant's personal property. Under no circumstances shall Tenant's personal property become the property of the Landlord, and the Landlord is precluded from disposing of Tenant's personal property without Tenant's written authorization signed by a duly authorized representative of Tenant. Landlord shall also be entitled to such other remedies as may be provided it by law or in equity.

27.6. If Landlord terminates this Lease prior to the conclusion of the Term, without cause, Tenant shall be able to recoup its expenses for improvements Tenant made to the Leased Premises.

28. Required Provisions.

28.1 No provision of this Lease shall interfere with the Academy Board's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of the Academy.

28.2 No provision of this Lease shall prohibit the Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

28.3 No provision of this Lease shall restrict the Academy Board from waiving its governmental immunity or require the Academy Board to assert, waive or not waive its governmental immunity.

29. Physical Plant Records. The Landlord shall make all lease and physical plant records of Landlord related to Tenant available to Tenant's independent auditor and the CSO.

30. Assignment and Subletting. Neither Landlord nor Tenant shall, without the prior written consent of the other party, which shall not be unreasonably withheld, assign this Lease or any interest hereunder.

31. Access to Leased Premises. Landlord shall have the right to enter upon the Leased Premises at all reasonable business hours for the purpose of inspecting them, preventing waste, loss or destruction, enforcing any of its rights or powers under this Lease, or making such repairs or alterations as it is obligated to make under the terms of this Lease or which Landlord may elect to perform, following Tenant's failure to do so. Landlord shall be neither liable nor responsible for any loss to Tenant or Tenant's business which may occur by reason of such entry. Throughout the Term, Landlord shall have the right to enter the Leased Premises at reasonable hours on reasonable notice for the purpose of showing them to prospective purchasers or mortgagees and, during the last six months of the Term, to prospective Tenants. If Tenant is not present to open and permit an entry into the Leased Premises, Landlord or Landlord's agents may enter the same whenever such entry may be reasonably necessary or permissible by master key (or in emergencies forcibly). In no event shall the obligations of Tenant hereunder be affected by any such entry.

32. Notices. All notices, bills or statements required hereunder shall be in writing and shall be deemed to have been given if either delivered personally or mailed by certified or registered mail to the Parties at their addresses set forth below. The addresses specified for notices herein may from time to time be changed by the written notice of one party to the other.

Landlord: Beverly 1250 Rosa Parks Boulevard Property Holdings, LLC
2125 University Park Drive
Okemos, Michigan 48864
Telephone: 517-333-9030
Email: Adam.Schnelker@leonagroup.com

Tenant: Detroit Public Safety Academy
1250 Rosa Parks Boulevard
Detroit, Michigan 48216
Telephone: 313-965-6916
Email: KCheeksinc@gmail.com

With a Copy To:
Clark Hill PLC
Attn: Joseph B. Urban
151 S. Old Woodward
Suite 200
Birmingham, MI 48009
Telephone: 248-988-1829
Fax: 248-988-1827
Email: jurban@clarkhill.com

33. Governing Law. This Lease shall be governed by the laws of the State of Michigan.

34. Severability. If any term or provision of this Lease is illegal, invalid or unenforceable, such term shall be limited to the extent necessary to make it legal and enforceable, and, if necessary, severed from this Lease. All other terms and provisions of this Lease shall remain in full force and effect.

35. Headings. The headings contained herein are for convenience only and shall not be used to define, explain, modify or aid in the interpretation or construction of the contents hereof.

36. Amendment(s). No amendment of this Lease shall be effective unless reduced to writing and signed by the authorized representative of each Party. Any amendments to the Lease must be reviewed by the CSO before execution, however, for certain types of non-substantive amendments to the Lease, the CSO Director may decide to waive in writing the Leasing Policies.

37. Subordination; Nondisturbance; Attornment.

37.1 Upon request by the Landlord, Tenant will subordinate its rights hereunder to the lien of any mortgage now or hereafter in force against the property or any portion thereof, and to all advances made or hereafter to be made upon the security thereof, and to any ground or underlying lease of the property provided, however, that in such case the holder of such mortgage, or the Landlord under such Lease shall agree that this Lease shall not be divested or in any way affected by foreclosure, or other default proceedings under said mortgage, obligation secured thereby, or Lease, so long as the Tenant shall not be in default under the terms of this Lease. The Tenant agrees that this Lease shall remain in full force and effect notwithstanding any such default proceedings under said mortgage or obligation secured thereby. While the provisions of this section are self-executing, Tenant shall execute such documents as may be reasonably requested by Landlord or any mortgagee to affirm or give notice of such subordination. In turn, Tenant shall be entitled to receive the customary nondisturbance agreement from each such lender whereby the lender agrees to recognize Tenant's rights under this Lease following foreclosure so long as Tenant is not in default hereunder.

37.2 The Tenant shall, in the event of the sale or assignment of Landlord's interest in the building of which the Leased Premises form a part, or in the event of any proceedings brought for the foreclosure of, or in the event of exercise of the power of sale under any mortgage made by the Landlord covering the Leased Premises, attorn to the purchaser and recognize such purchaser as Landlord under the Lease for the balance of the Term on all of the terms and conditions contained in the Lease. While the provisions of this section are self-executing, all persons affected thereby shall execute such documents necessary to affirm or give notice of such attornment.

38. Estoppel Certificate. At the request of Landlord, Tenant shall within twenty (20) days prior notice, deliver to Landlord, and/or to any other person, firm or corporation designated by Landlord, a statement certifying that (i) the Lease is unmodified and in full force and effect, or if the Lease has been modified then that the same is in full force and effect except as modified and stating the modifications; (ii) stating the dates to which Rent and other charges under this Lease

has been paid; (iii) whether there are any existing setoffs or defenses against the enforcement of any of the agreements, terms, covenants or conditions on the part of the Tenant to be performed or complied with (and if so specifying the same); (iv) stating whether there exists any default by the Landlord under this Lease and, if so, specifying each such default and (v) such other information as Landlord may reasonably request in connection with the Landlord-Tenant relationship established by this Lease. Tenant acknowledges that any statement delivered pursuant to this subsection may be relied upon by any purchaser or owner of the Project or the Landlord's interest in the Project, or by any holder of a mortgage, or by an assignee of any mortgagee under any mortgage, or by anyone else to whom Landlord delivers it.

39. Third Parties. Landlord and Tenant acknowledge, and warrant and represent to each other, that there are no third-party beneficiaries to this Lease.

40. Binding Effect: Successors and Assigns. This Lease and any amendments thereto shall be binding upon the Landlord and the Tenant and their respective successors, affiliates, heirs, assigns, executors and administrators.

41. Covenants and Conditions. All covenants and conditions contained in this Lease are independent of one another. All of the covenants of Tenant contained herein shall, at the option of Landlord, be construed as both covenants and conditions.

42. Brokers. Landlord and Tenant represent and warrant to each other that neither has dealt with a broker in connection with this Lease. No broker fees or real estate commissions are required to be paid under this Lease.

43. Entire Agreement. This Agreement, including Exhibit A, Legal Description of Leased Premises, attached hereto and made a part hereof, constitute the entire agreement between the Parties relating to this Lease. The Lease supersedes and replaces any and all prior written or oral agreements and understandings between the Landlord and the Tenant on the subject matter hereof. No modification of this Lease shall be valid or binding unless such modification is in writing, dated and signed by the authorized representative of each Party. This Lease represents the entire agreement between the Parties.

IN WITNESS WHEREOF, this Lease has been executed as of the day and year first written below.

Beverly 1250 Rosa Parks Boulevard Property Holdings, LLC Detroit Public Safety Academy

By: 

By: 

Its: CEO

Its: President

Dated: May 17, 2022

Dated: May 17, 2022

Exhibit A

Legal Description of Leased Premises

Tax Parcel I.D. Nos.: 0800739; 08007394-8

Land in the City of Detroit, Wayne County, Michigan, described as follows:

Parcel 1:

All that part of Lots 3, 4, 5 and 6, Block C of the Plat of the East 1/2 of that part of the Thompson Farm, Cabacier Farm, lying South of Michigan Avenue as divided into Lots for Oliver Newberry, City of Detroit, Wayne County, Michigan, according to the plat thereof recorded in Liber 43 of Deeds, Pages 658, 659 and 660, Wayne County Records, all that part of Lots 20, 21 and 22 of the Subdivision of Lot 2 of the Subdivision of Private Claim 27, Lognon Farm, City of Detroit, Wayne County, Michigan, according to the plat thereof recorded in Liber 137 of Deeds, Page 70, Wayne County Records, all being more particularly described as follows: beginning at a point on the North line of Howard Street, 60 feet wide, said point being North 60 degrees 00 minutes 00 seconds East 65.69 feet from the intersection of the North line of Howard Street with the East line of Twelfth Street, 54.84 feet wide, thence continuing along the North line of said Howard Street, North 60 degrees 00 minutes 00 seconds East 242.12 feet to a point; thence along a line North 30 degrees 00 minutes 00 seconds West 108.60 feet to a point on the South line of a public alley, 41 feet wide; thence along the South line of said public alley, South 60 degrees 00 minutes 00 seconds West 228.27 feet to a point on the East line of Twelfth Street, 120 feet wide, as widened; thence along the East line of Twelfth Street, 120 feet wide, South 22 degrees 44 minutes 34 seconds East 109.48 feet to the point of beginning.

Parcel 2:

All that part of Lot 27, all of Lots 28 through 31, inclusive of the Subdivision of Lot 2 of Subdivision of Private Claim 27, Lognon Farm, as recorded in Liber 137 of Deeds, Page 70, Wayne County Records, all that part of Lots 6, 7, 8 and 9 of Block C of the Plat of the East 1/2 of that part of the Thompson Farm Cabacier Farm lying South of Michigan Avenue as divided into Lots for Oliver Newberry as recorded in Liber 43 of Deeds, Pages 658, 659 and 660, Wayne County Records and the vacated South 5.00 feet of Abbott Street all being more particularly described as follows: Beginning at a point on the South line of Abbott Street, 50 feet wide, said point being South 60 degrees 00 minutes 00 seconds West 80.00 feet from the Northwesterly corner of West Side Industrial Subdivision No. 1, according to the plat thereof recorded in Liber 83 of plats, Page 95, Wayne County Records; thence South 60 degrees 00 minutes 00 seconds West 340.78 feet to the East line of Twelfth Street, 120 feet wide; thence along the East line of Twelfth Street, South 22 degrees 44 minutes 34 seconds East 136.71 feet to a point; thence along a line North 60 degrees 00 minutes 00 seconds East 358.04 feet to a point; thence along a line North 30 degrees 00 minutes 00 seconds West 135.62 feet to the point of beginning.

Physical Plant Description

Grade Configuration:

The grade configuration for Detroit Public Safety Academy are grades 9-12.

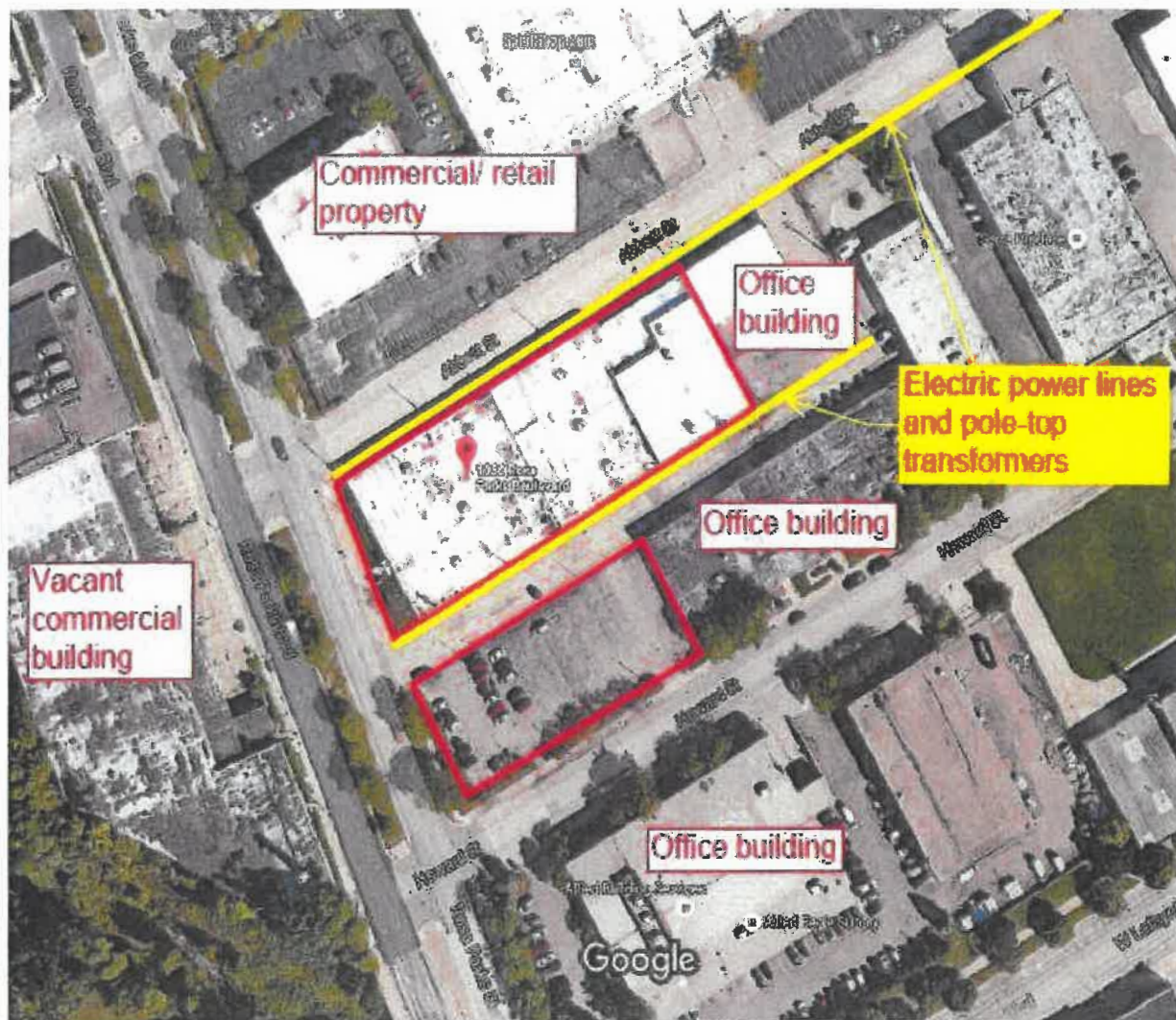
Description of the Facility:

The school property is located in the existing school building located at 1250 Rosa Parks Blvd, Detroit, MI 48216. It consists of two parcels totaling approximately 1.78 acres. There is a public alley separating the two parcels with the building on one side and parking lot on the other side. The building was originally built in 1967 and fully renovated for educational use in 2002. The facility currently meets all building codes and approved occupancy for school use. The building is 41,024 square feet and consists of a full regulation gymnasium, cafeteria, kitchen, administration office, computer lab, science labs, and 18 additional standard classrooms. Within the last year many improvements have been made with some of those items being lighting, improved HVAC systems, landscaping, as well as new tile flooring throughout the entire building. There are additional upgrades scheduled over the next two years.

New Facility / Facility changes:

Not applicable - Cosmetic changes only are planned for the current facility.

SITE PLAN

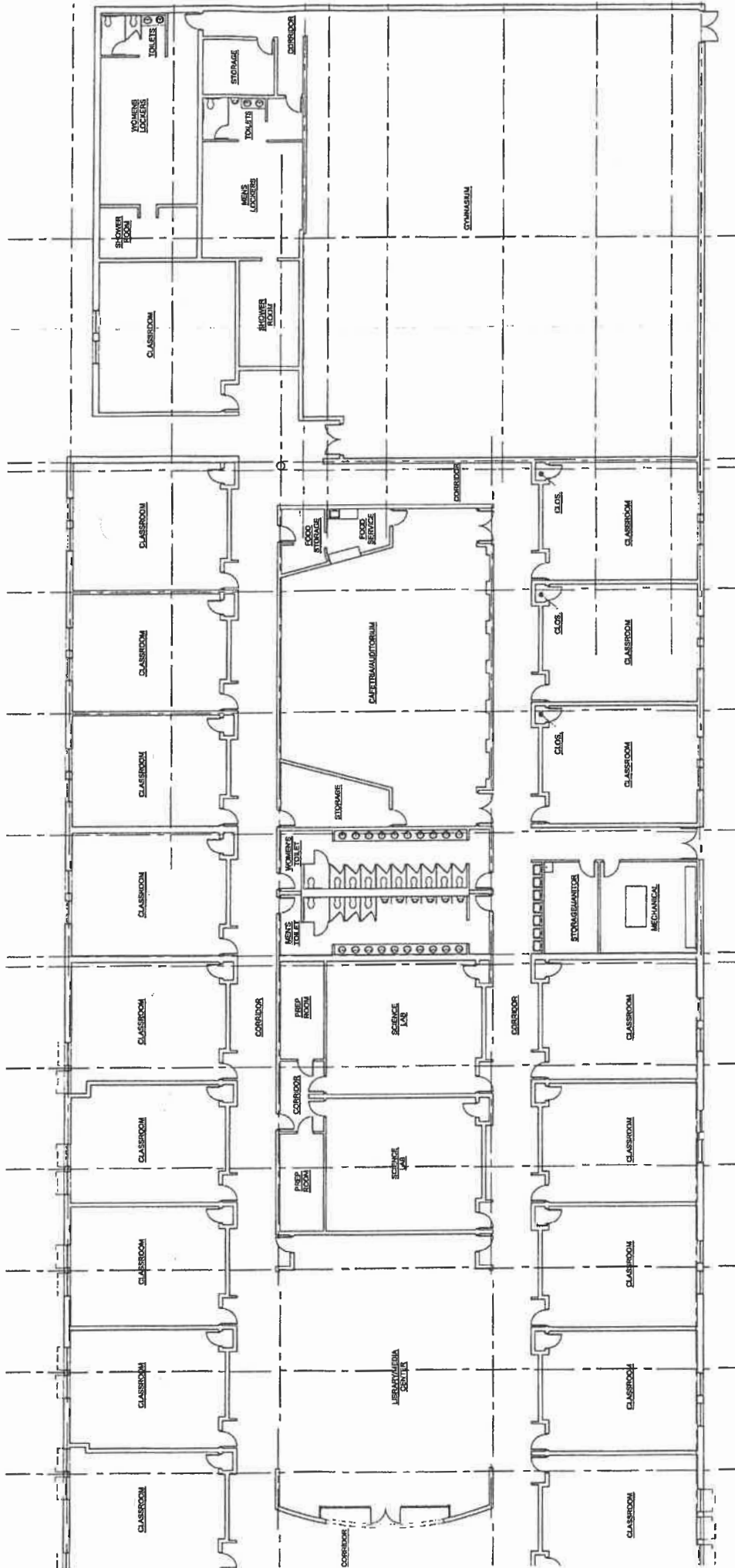


Detroit Public Safety Academy
 1250 Rosa Parks Boulevard
 Detroit, Michigan 48216
 Wayne County
 Bock & Clark
 Project No. 201600813-01



North

Anticipated groundwater flow
 ↓↓↓↓↓↓↓↓↓↓↓



FIRST FLOOR PLAN
SCALE: 1/8" = 1'-0"

CONTRACT SCHEDULE 7

Required Information for Public School Academy

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by the Code. Every public school academy contract shall include the information contained in this Schedule 7.

- Section a. **Governance Structure**

- Section b. **Educational Goals**

- Section c. **Educational Programs**

- Section d. **Curriculum**

- Section e. **Method of Pupil Assessment**

- Section f. **Application and Enrollment of Students**

- Section g. **School Calendar and School Day Schedule**

- Section h. **Age and/or Grade Range of Pupils**

SECTION a
Governance Structure

GOVERNANCE STRUCTURE

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and all public schools are subject to the leadership and general supervision of the State Board of Education; and the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and the University Board has approved the issuance of a contract conferring certain rights, franchises, privileges, and obligations of a public school academy to the Academy Board.

The Academy is incorporated as a Michigan nonprofit corporation, organized on a non-stock, directorship basis for the purpose of operating as a Michigan public school academy. The Academy shall conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law. The Academy is a body corporate and is not a division or part of Eastern Michigan University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract.

The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the University Board. Academy Board members shall be appointed according to the terms of the Method of Selection, Appointment and Removal Resolution adopted by the University Board. The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy and for adopting policies by which the Academy shall be governed. The Academy Board is responsible for assuring that the Academy operates according to the Terms and Conditions of this Contract and Applicable Law. Contract Schedule 2: Bylaws, set forth a further description of the Academy Board's governance structure.

Academy Board members shall serve in their individual capacity, and not as a representative or designee of any other person or entity. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest and prohibited familial relationships, including Article IV, Sections 4.4 and 4.5 of this Contract.

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article III Section 3.6, the Academy Board may employ or contract for personnel according to the position information outlined in Schedule 5. Before entering into an agreement with an educational service provider or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the Eastern Michigan University Charter Schools Office.

SECTION b
Educational Goals

Grades 9 – 12

In accordance with the applicable law and the charter contract Terms and Conditions, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress towards the achievement of the educational goals identified in this Section. Additionally, the Academy is expected to meet the State of Michigan's accreditation standards pursuant to state and federal law.

Measure 1: Student Achievement

- It is expected that students are reaching proficiency levels on the state selected college entrance exam and related assessment tools (e.g., PSAT, SAT). Students in grades 9 – 11 should attain the benchmarks for being “college ready” or “on track for college readiness”.
- The Authorizer recognizes that most students enter the Academy performing below grade level. With that in mind, rigorous but attainable benchmarks will be set for this metric (and periodically adjusted).
- At this time, the Authorizer expects that at least 35% of students will meet or exceed the college readiness benchmark for their grade level.
- Additional achievement benchmarks for grade 11 students who have been at the Academy for three years may also be set to ensure that students are catching up over the long-term.

Measure 2: Graduation

- The Academy should strive for all students to meet graduation requirements on schedule for their respective cohort (within 4 years of enrollment as a 9th grade student) and implement strategies to prevent dropout.
- The Academy is expected to have a 4-year “cohort graduation rate” equal or higher than the state average (currently 81.4% for the class of 2019).

SECTION c
Educational Programs

7C-Educational Program

Mission Statement

Detroit Public Safety Academy, in partnership with our community, will provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and workforce success, particularly in the public safety arena.

Vision Statement

DPSA students will enjoy a relevant Michigan standards based curriculum that challenges and motivates them to learn, and offers them choices about how they learn and how they are assessed. They deserve access to state-of-the-art resources, highly qualified teachers, technology, and real-life experiences provided by municipal, state and federal police and local firefighters that can take them into the world in which they will face their futures.

An explanation of how the educational program fulfills the school's mission, vision, and values.

Fulfillment of School Mission

DPSA will provide students with a rigorous curriculum based on a chosen career/professional field of interest. In addition to the core classes that all students will take based on grade level (i.e. English 9, Algebra, etc.), students will take elective classes that are designed around the public safety professional/career track that they have chosen. Those professional fields include *Fire Safety, Law Enforcement, EMT/Medical Response, Community/Non-Profit, and General Concentration*. Students will take courses in these specific areas based on interest which will allow them the opportunity to gain experience and knowledge in a related career field. Students who choose a general concentration focus will have the opportunity to take classes across the career areas in order to gain exposure to all fields with the goal to specify a particular focus before graduating.

A description of the research base for the educational program, the instructional strategies, and the methodology used at the academy.

Educational Program

The Detroit Public Safety Academy will offer a unique curriculum that is substantively different from other educational models. The intent is to provide an inimitable integration of the Common Core State Standards (CCSS) and offer a vast variety of elective opportunities including but not limited to Constitutional Law, Criminal Justice, Legal Writing, Law and Literature, and Forensic Science. The framework for DPSA not only ensures college and career readiness but offers a cutting edge advantage in careers in law

enforcement, fire protection technology and the EMT industry.

DPSA students will enjoy a relevant Michigan standards based curriculum that challenges and motivates them to learn, and offers them choices about how they learn and how they are assessed. They deserve access to state-of-the-art resources, highly qualified teachers, technology, and real-life experiences provided by municipal, state and federal police and local firefighters that can take them into the world in which they will face their futures.

Instructional Strategies

All instructional staff will be required to implement the essential elements of effective instruction:

Prior knowledge/building background

Modeling

Guided practice

Independent practice

Feedback

Assessment

Lesson closure

Teachers must interact with the students throughout the lesson, must not wait for students to raise their hand or come for help and must check for understanding by taking the initiative to go to the student and/or making the inquiry.

Student Feedback

Papers must be checked and returned to students within two days of student completion. Teachers must receive prior approval from the instructional coach for exceptions. Teachers will be required to keep students informed of their overall progress in the class. This will be done in the form of a teacher-student conference. Teachers will be required to document these conferences.

Bell Work

All instructional staff must implement bell work procedures. Bell work lasts no longer than 10 minutes and it is completed at the beginning of the day or class period. Teachers will review bell work with students including grammar/sentence structure review and MME/ACT WorkKeys like item(s).

Rubrics/Graphic Organizers

All writing assignments, projects and extended activities must have a rubric. Teachers are required to explain the rubric to students and submit a copy of the rubric with their lesson plans.

Hands-On Learning

All teachers must provide students with engaging, hands-on activities that support the defined learning objectives in the curriculum. Teachers are required to utilize manipulatives, group discussions, projects, and highly interactive methods to engage students and connect learning.

Integrating Technology

All teachers will be required to integrate technology into their weekly lesson plans and use the available technologies. The instructional coach will be monitoring technology usage during classroom observations.

To ensure mastery of the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS), DPSA will employ a three-stage design process called “backward design.” Starting with the end in mind, students and teachers will identify the desired results (goals or standards), using the curriculum to determine the evidence of learning (performance) and finally design learning experiences and instructional strategies needed to equip the students to perform. (Wiggins and McTighe, 2000).

A description of how the educational program engages students in learning and prepares them academically for success in college, work and life.

Social Emotional Education

In the climate and culture of today, we understand the importance of providing our students with learning opportunities that encompass social and emotional development. Detroit Public Safety Academy has adapted to meet these needs of our students by offering courses in personal development, social issues and college/career readiness. Social/emotional education is believed to dramatically improve the ethical quality of students' decisions and thus their character and lives.

Physical Fitness

The curricula will emphasize physical and mental fitness through training, drills, formations, chain of command, etc. to support the academic instruction and instill a sense of respect and citizenship.

To complement the DPSA program, students will participate in many after school clubs, off campus learning activities and workshops that are related to the school's theme and offer real world/hands-on experiences in the area of law enforcement and fire fighting.

Off campus learning activities

DPSA offers The Leona Group Shared Electives Consortium which encompasses Entrepreneurship, AP Geography, AP Environmental Science, Band, and Introduction to Robotics. DPSA also offers dual enrollment courses through WCCCD which include Firefighter I, Firefighter II, Basic EMT I, Basic EMT II, and three pathways to the Detroit Police Department Training Academy, which are a WCCCD Associates Degree, a WCCCD Certificate and DPD Participation Service Hours. These programs are all an essential part of the school experience.

After school clubs

The theme for after school clubs will revolve around mentoring. Teachers will provide students with many different opportunities outside of school to participate in extracurricular clubs. Students will have two opportunities for after school activities that

last 4 weeks, 2 days a week, with a culminating activity at the end. This enrichment activity will expose students to activities like spoken word, drama, photography, knitting, chess, etc.

DPSA has a strong focus on a rigorous core curriculum. In addition to its model of hands-on experience within chosen career/professional fields, students will have the opportunity to engage in higher order thinking skills and complete performance based tasks which will allow students to demonstrate their learning. DPSA's educational program will seek to provide individual instruction to meet the needs of students, and expand their ability to engage in critical thought. DPSA's course offerings in ELA and Mathematics will be aligned to the Common Core State Standards, and instruction will occur based on the mastery of those skills. Our ELA courses use SpringBoard ELA and our math courses use Pearson and Eureka. All resources are aligned to the Common Core State Standards and are highly vetted and robust programs. Our science standards are based on the Next Generation Science Standards and Social Studies follow Michigan's Grade Level Content Expectations. Mastery of all standards for DPSA will be characterized by the following:

Students will...

Demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

Build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Respond to the varying demands of audience, task, purpose and discipline.

Students adapt their communication in relation to audience, task, purpose and discipline. They set and adjust purpose for reading, writing, speaking, listening and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

Value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

Use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

An explanation of how the educational program assists students in the attainment of the Common Core State Standards and the Michigan Curriculum Framework Standards.**Common Core State Standards (CCSS)**

These standards define the knowledge and skills students should have within their K-12 educational careers so that they will graduate high school and be able to succeed in credit-bearing academic college courses and in workforce training programs.

DPSA will create an environment of high expectations for all learners through a rigorous academic schedule that will include the Common Core State Standards being implemented with fidelity by all instructional staff. The students will be given a clear sense of what is needed at every stage of their high school career by having intensive learning modules that contain simulations/projects that integrate the CCSS. The emphasis on public safety by design ties to 21st century learning skills and project based learning that are research based and proven to ensure that students are career and college ready. At DPSA, this focus on

career and college provides the opportunity that many of the intended student population have lacked in the way of skills that are transferable and employable. By connecting to the community through meaningful partnerships, as well as service learning, students will have real life experiences of being the ethical people that they not only will train to be, but connect these traits through character studies in narrative text, and through actively engaged counselors, mentors, public safety professionals, and board members. The dual enrollment courses will serve as a platform for enhancing the image of careers in corrections, emergency services, fire services and law enforcement. This will also serve as a vibrant mentoring time for community members and DPSA students. Project based learning as a means to teach 21st century skills will also be played-out with mock investigations/simulations in which students will be obligated to collaborate with other students in a teaming approach. This will ensure that teamwork, critical thinking and technology are infused in daily learning activities.

Our students will be high performing as evidenced by assessment scores in MME/ACT WorkKeys, NWEA, and PSAT. In addition to the assessment scores, other evidence would include; the number of students dually enrolled in college courses, college acceptance rates and retention without remediation, and by the number of students that go into the police academy or pursue careers in law enforcement, EMT and fire fighting. This approach will enhance student achievement because of the level of engagement, rigor and interest that this program has to the proposed student population. The real life application of skills will be immediate and understood by this student body.

Curriculum Maps based on the Common Core State Standards have been created and are available for immediate use. On a yearly basis, teachers will collaborate and revise curriculum maps for all courses being taught. Training on the process for creating, implementing, and updating curriculum maps will be held in August and the process will continue throughout the year.

A description of how the educational program allows for adaptation and modification to meet the needs of all learners, e. g. exceptional students, students below grade level, students who qualify for special education services, and English Language Learners.

Adaptation and Modification

The Detroit Public Safety Academy (DPSA) will practice a "full inclusion" setting, where students with special needs are always educated alongside students without special needs as the first and desired option while maintaining appropriate supports and services. DPSA believes that this is more effective for students with special needs. General education classes are coordinated with a special education teacher in a team-taught environment. Generally, the classes which are team taught are offered in the core subject areas – English Language Arts and Math. Resource hours will be available periodically throughout the day to meet with special education students that are in need of more specialized assistance.

In accordance with Leona Group collaborative education expectations, all special education teachers must maintain accurate organization of student files for meeting compliance. In

addition, special education teachers must maintain a student service log. This log is signed by both the general and special education teacher whenever a child is serviced. The special education teacher is responsible for keeping this log complete and up-to-date. Special education teachers are required to attend weekly academic meetings with the general education teacher for co-planning and discussing lesson plan modifications. The special education teacher must support the general education teacher with co-teaching, strategy suggestions and bringing needed resources to the classroom.

Benchmark Assessments will be used to design and modify instruction to meet students' needs and to evaluate the effectiveness of instruction at the classroom level, grade level, and school building level.

Progress Monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Teachers will utilize formative assessments to monitor students' progress toward specific desired outcomes and adjust instructional strategies accordingly. They will utilize summative assessments to evaluate individual student learning for grading and student evaluation. As such, each student will receive individualized instruction at his/her instructional level regardless of grade. The curriculum in place at the academy will have common assessments embedded across all content areas.

English Language Learners: All eligible bilingual students who have completed a Home Language Survey will be required to participate in the state's English Language Proficiency Assessment (ELPA) that measures an English language learner's proficiency in the English language. The exam determines the student's Cognitive Academic Language Proficiency Level (CALP) and results can be used to determine services and overall language growth and development.

MTSS: DPSA will follow the Multi-Tiered Systems of Support (MTSS) which includes 5 essential components; Team-Based Leadership, Tiered Delivery System (RtI), Selection and Implementation of Instruction, Interventions and Supports, Comprehensive Screening & Assessment System and Continuous Data-Based Decision Making.

The Tiered Delivery System model provides support to struggling students. Based on performance, students will be identified based on three tiers, and once tiered will receive instruction based on their needs enabling them to perform at mastery level. This will be accomplished through progress monitoring over the course of every 4 to 6 weeks. In addition to the Tiered Delivery System struggling students will also be given remediation courses in the basics of ELA, Reading and Mathematics. Providing students with an opportunity for remediation alongside their regular scheduled courses allows students to gain the necessary skills without falling behind in credits. Teachers will collaborate on a monthly basis to look at the performance of all students and instructional decisions will be made collaboratively. Examples of remediation courses include Reading Strategies, Math

Strategies, Personal Development and Social Issues.

Our instructional staff and support team revise and edit the pacing guides for teaching and learning to record growth and coverage of mastery of the content. They will be encouraged and expected to offer students many chances of inputting data/concepts and demonstrating mastery of standards/skills through differentiated instruction, strategic planning of Multi-tiered System of Support (MTSS) time through extended learning opportunities and activities that will be listed in the School Improvement Plan in (reading, writing, language arts, social studies, science and special subjects). A well-developed MTSS plan is devised with cut scores throughout content areas and grade levels to decipher which students are scoring in Tier I, Tier II and Tier III. In collaboration with state standards, lesson plans will be reviewed by the instructional coach and school leader and feedback will be given on a timely basis. Also, using feedback during and after classroom walk-throughs, mentor-mentee meetings, grade level meetings, bi-weekly staff meetings will be documented on agendas and in the meeting minutes.

Implementation of the MTSS program/process identifies cut scores/levels to categorize students in the tiers stated above along with pervasive Differentiated Instruction throughout all content areas ensures that all students receive adaptations and modifications. Core content area teachers will regularly plan with the special education team along with the coach, interventionists, and social workers to meet the needs of exceptional, at-risk, special education and EL students. During instructional time, various resources will be visible during walk-throughs such as listening centers, technology, hands-on activities, projects and peer interaction to support student growth.

Differentiated Instruction: DPSA curriculum is designed to reflect a linear, unified, and progressive curriculum that can be effectively and quantitatively monitored at the school, district and state levels while still maintaining qualitative standards that provide for the creativity and individualism of differentiated instruction. In order to “meet students where they are,” students will be given various initial assessments at the onset of each school year to determine ability levels, strengths and weaknesses.

A description of all assessments utilized by the Academy. In addition to those required by the charter contract, to ensure progress is being made toward the educational goal stated in the charter contract.

Assessment

The academy will employ an assessment process that complies with federal No Child Left Behind legislation and all state requirements. The assessment process will be consistent with the school’s philosophy and will provide diagnostic information to teachers and paraeducators, as well as provide accountability information to parents, authorizers, the state and other interested parties.

The school will comply with all state requirements relative to administration of the ACT WorkKeys/SAT/PSAT assessments. These assessments are to be administered in the content areas and at the grade levels prescribed by the state. Results are analyzed and

disaggregated, serving as a measure of the school’s effectiveness in delivering the state’s curriculum framework to its students and serve as a partial indicator of student performance. These assessments will be annual data points that help guide improvement, make revisions in programming and guide in evaluation purposes to help the Academy progress towards meeting our educational goals.

The School Leader, Instructional Coach, Lead Teachers and School Improvement Leads will allot time to gather data to examine, discuss implications of data, give constructive feedback to the staff and monitor the execution of lessons and best practices. As a result, the cycle will start again with collection of formative and summative grades from the leveled instruction as a step of an action plan devised from the initial meetings (staff meetings, SIP meetings, grade level and content level meetings, data team meetings, teacher/leader feedback meetings) of the members mentioned again. They are also able to use this data in conjunction with NWEA MAP to identify students who are in need of extra support through our MTSS program as described above. The Academy also utilizes Quarterly Benchmark Assessments using FocalPointK12 (online assessment platform) to assess student proficiency on Common Core State Standards that have been taught thus far. Based on the data analysis of the results, teachers plan review lessons to bridge the identified gaps. These Instructional Learning Cycles (ILC) last approximately two weeks. Students are assessed again at the end of each cycle to determine if growth towards proficiency has occurred. Teachers also continuously monitor student learning through the use of daily formative assessments. For our MTSS, the Academy progress monitors using NWEA, FocalPoint K12 benchmark tests, teacher-created tests, and tests generated from the curriculum selected.

Results provide parents with a view of how well their children are progressing in relation to Michigan standards and expectations and also fill part of the accountability needs of authorizers and the state. Finally, data will assist in identifying students who need additional assistance to attain success.

Assessment	Measure
<p>NWEA Grades: 9-12</p>	<p><i>NWEA</i> is a computer-adaptive test that measures student growth as well as gives the proficiency level of students for ELA and mathematics. Once the NWEA testing window is closed, teachers can use the learning continuum to create interventions for their students.</p>

<p>FocalPoint K12/Benchmark Assessments Grades: 9-12</p>	<p><i>FocalPointK12</i> is a performance management platform that enables users to manage formative and benchmark assessments and measure the effectiveness of instruction and learning with assessment analytics.</p>
<p>PSAT Grades: 9-10 MME (Michigan Merit Exam) Grade 11 and eligible 12th graders</p>	<p><i>PSAT</i> - Assesses on reading, writing and math. The questions on the PSAT are grade-level appropriate.</p> <p><i>Michigan Merit Exam (MME)</i> - Assesses students based on Michigan high school standards.</p>

In addition to the exams mentioned above, any state mandated exams, ACT WorkKeys and MME exams will be administered to appropriate grade levels to gauge how the curriculum is meeting the needs of students in tested subject areas.

If applicable, a description of how the middle school and/or high school educational program addresses the skills necessary to prepare students academically for success in college, work and life.

Necessary Skills

The Detroit Public Safety Academy (DPSA) is the first high school of its kind that aims to train students in Detroit for a rapidly growing law enforcement and fire protection technology industry. Currently, Detroit traditional or charters do not offer this type of curriculum to its students. The general population of students identified for DPSA is Detroit area students who have a singular interest in law enforcement, fire and emergency services, corrections, security, law career programs and systems at the local, state and federal levels.

Founders of the proposed academy are concerned that a large number of urban students are under-represented in these burgeoning careers. The academy will offer technical assistance, along with a rigorous curriculum, to support partnerships with local institutions that provide law enforcement and fire and emergency degrees such as Wayne County Community College District (WCCCD) located less than two miles of the site. Several of the founders are police and fire fighters who want urban students to take advantage of these opportunities that are continuing to grow and expand. These jobs are good-paying, secure, rewarding and have the potential for a purposeful life-long career.

Of particular interest at DPSA is school-to-career readiness concurrent with the ethical challenges facing law enforcement and fire and emergency services. DPSA will emphasize the importance of ethics, integrity and honesty by adopting a mentoring program to address the challenges faced today by public safety officers. While some Detroit schools do offer character education programs, DPSA will do so within the context of public safety.

DPSA will also complete the following objectives to meet the educational needs of their students:

- Develop and offer courses on topics related to public safety including dual enrollment opportunities for our students at WCCCD. These courses may include, but are not limited to, Introduction to Law Enforcement, Criminal Law and Justice, Introduction to Juvenile Justice, Fire Fighter I & II, Fire Protection Systems, EMT I & II and Emergency Administration services.
- Provide career information about public safety opportunities to students, parents and others at DPSA. DPSA counselors and board members will actively engage students at every level with interactive presentations facilitated by career public safety officers and professionals.
- DPSA will enhance the image of careers in emergency services, corrections, FBI, CIA, US Coast Guard, National Guard, Michigan State Police, US Armories, US Air Marshals, fire services, law enforcement and security by evaluating the moral and ethical efficacy of its program. Partnership with this array of organizations will expose DPSA students to various public safety disciplines. Many of the founders have direct experience and/or contact with individuals in these fields.

The Bureau of Labor Statistics (BLS) cites that public safety careers are among the fastest growing in the United States. Across the nation, there is a heightened focus on law enforcement, public safety, emergency administration and security in general, which has created a high demand for public safety officers. This growth is continuing into the next decade, according to BLS, which estimates that public safety employment will grow 7 percent through 2030 (as fast as average for all occupations).

If applicable, a description of the explicit graduation requirements that, at a minimum, comply with the Michigan High School Graduation Requirements.

MICHIGAN MERIT CURRICULUM (MMC)

<p>Michigan Merit Curriculum High School Graduation Requirements (18 credits)</p>
<p>ENGLISH LANGUAGE ARTS (ELA) - 4 Credits</p>
<p>Proficiency in State Content Standards for ELA (4 credits)</p>
<p>MATHEMATICS - 4 Credits</p>
<p>Proficiency in State Content Standards for Mathematics (3 credits) Proficiency in district approved 4th mathematics credit options (1 credit) (Student must have a math experience in their final year of high school.)</p>
<p>ONLINE LEARNING EXPERIENCE</p>
<p>Course, Learning or Integrated Learning Experience</p>
<p>PHYSICAL EDUCATION & HEALTH - 1 Credit</p>
<p>Proficiency in State Content Standards for Physical Education and Health (1 credit); Or Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit)</p>
<p>SCIENCE - 3 Credits</p>
<p>Proficiency in State Content Standards for Science (3 credits); Or beginning with the class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a department approved formal career and technical education program (1 credit)</p>
<p>SOCIAL STUDIES - 3 Credits</p>
<p>Proficiency in State Content Standards for Social Studies (3 credits)</p>
<p>VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit</p>
<p>Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)</p>
<p>WORLD LANGUAGE - 2 Credits (Effective beginning with students graduating in 2016)</p>
<p>Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); Or Formal coursework or an equivalent learning experience in grades (1 credit) and completion of a department approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit)</p>

A description of the method of evaluation used to determine the effectiveness of the implementation, delivery and support of the educational program.

Method of Evaluation

To evaluate curriculum effectiveness, the academy must identify and describe the curriculum and its objectives first and then check its contents for accuracy, comprehensiveness, timeliness, depth and quality.

A curriculum can be evaluated by the results that it achieves and the teachings that it inculcates in students. The DPSA school improvement team will ask the following questions in the evaluation of the curriculum:

- Does the curriculum encourage students to use their own reasoning and thinking to find solutions to real-world problems in a more productive and realistic way?
- Does it give the students a practical knowledge about the topic being taught?
- Does it help students to adopt lateral thinking and form their opinions about a particular topic or concept?
- Does the curriculum groom the student's personality?

DPSA will conduct regular evidence gathering and make decisions that must be made for proper evaluation. The evaluation process involves three stages: 1) articulating of program theory; 2) selecting the research design and methodology; and 3) other considerations. In addition, the academy board will contract with an outside evaluator to conduct yearly audits of its curriculum, outcomes and progress monitoring.

SECTION d
Curriculum

Schedule 7d: Curriculum

English Language Arts

- DPSA Introduction ELA
- 9-12 ELA Pacing Guides with Standard Descriptions
- 9-12 ELA Curriculum Maps

Detroit Public Safety Academy



Literacy Best Practice Framework

ELA Introduction

What is Best Practice? This is a term that is used frequently in education, but do we really understand or agree exactly what it is? For our purposes we have developed the following working definition:

A best practice classroom is one that uses current research, follows district and state standards and is student-centered, active, experiential, authentic, democratic, collaborative, rigorous and challenging.

Therefore, DPSA will impose a theoretical framework that is student centered and includes the cognitive and social aspects of learning. This is Tier I of the RTI model.

- Student-centered learning is experiential, holistic, authentic and challenging. This includes rich hands-on experiences, authentic literature, student choice, and student responsibility for learning.
- Cognitive principles are developmental, constructivist, expressive and reflective. This includes higher-order thinking, inquiry, and time for students to express their learning in a variety of ways.

- Social principles are collaborative and democratic. Classrooms need to be interactive in a variety of ways.
- Social principles are collaborative and democratic. Classrooms need to be interactive and model real life community.

Within this framework, teachers will use the Gradual Release of Responsibility Model. Teachers will model for students, giving them time for practice with guidance and feedback. This will be followed by independent practice where strategies taught will be applied to real reading and writing.

This document is organized in the following categories:

- Qualities of Best Practice-characteristics of quality reading and writing instruction.
- Structures of Best Practice-implementing and organizing literacy instruction

It is important to note that this document represents our vision for what literacy instruction should look like in our high school classrooms. However, we recognize this framework will take multiple years, extensive professional development and funding to reach the vision. The team also envisions the teachers, support staff, and administration as key members in moving this vision forward.

What do Best Practice teachers do? How do they act, implement, and live out their principles? There are some basic recurrent structures for organizing students, time, materials, space, and guidance. These elements will shift the classroom balance from teacher-directed to students-centered learning. These instructional methods have been used throughout the years. These key structures rely on well-developed routines and training of students.

Within a Balanced Literacy approach, the following structures are evident:

- Reflective Assessment
- Instructional Practices
 - Whole Group Instruction
 - Small Group Instruction/Conferring
 - Individual Conferring
- Integrative Units

Reflective Assessment

When teachers use formative and/or summative assessments, the analysis of the assessments should be reflective and guide instruction. Assessments are analyzed which allow teachers to gain deeper and more practical information about students' learning. Student growth is monitored in richer and more sophisticated ways. Assessment guides instruction, helping to make daily decisions that promote student growth such as goal setting, and monitoring, and evaluating their work. During conferences teachers gather information about a particular child, which enables her/him to scaffold the child in their learning. This is ongoing and helps the teacher accelerate the child's learning. An effective way of student monitoring is using

portfolios to show changes over time. Additionally, students can peer evaluate and/or self through the use of checklists, rubrics, or other forms. Teachers use anecdotal and observational records (i.e. running records, conference notes) to help instruction. Teachers need to record their observations in a systematic way. These records are also used to inform parents of their children's progress.

Whole Group Instruction

Teachers provide whole group instruction of one skill or strategy to introduce, revisit, or expand a concept. Mini-lessons are short instructional pieces focusing on a particular skill or strategy. Mini-lessons are 10 to 15 minutes. Teachers use mentor texts, "think-alouds," writing on overhead, Smart Boards, anchor charts, etc. during the mini-lesson.

Small Group Instruction

In Best Practice classrooms, students work together effectively in small groups of five or less. Far more powerful and appropriate uses of collaboration occur when students set up and pursue investigations, read and discuss text in guided reading, literature circles, book clubs, etc. It is within this framework that higher order thinking flourishes.

The following are a few structures for collaborative learning that move students toward higher-level thinking:

- **Guided Reading/Writing** – Teachers provide short on-level reading and writing instruction to re-teach and accelerate student learning. Teachers lend flexible groups of 3-5 students. Students are selected by informal assessment, teacher observation, and perceived needs.
- **Partner/Buddy Reading** – This can include reading aloud, jig sawing a text read by others.
- **Peer Conferencing** – This can involve discussion of a book, written response to text, or receiving feedback on a piece of writing.
- **Literature Circles/Book Clubs** – Groups of four or five students choose and read the same article or text. Student-led groups meet every few days, using their notes as sources for discussion.
- **Group Investigations** – A learning cycle begins with identifying a problem, assessing prior knowledge, and devising an inquiry plan for study.
- **Literacy Stations** – These learning stations are set up to invite active exploration and an element of student choice.

Independent Reading

Reading is the best practice for learning to read. The quantity of children's reading experience is related directly to their achievement levels (Guthrie, in Farstrup and Samuels 2002). Students will be taught how to choose "just right" books (can read independently) and will be provided space and time for sustained independent reading every day at every grade. Teacher guidance will also be provided while students choose books. In addition, this may be time for students to re-read familiar books from guided reading lessons to promote fluency. This also allows students an opportunity to apply strategies taught during whole group mini-lessons

and respond to their reading in a variety of formats. It allows teachers to engage in small groups and one-on-one conferences.

Individual Conferencing

Teachers see students in a one-on-one meeting to talk about their reading and writing. Individual needs are assessed, the teacher decides on one teaching point and instruction is provided in an attempt to lift the child as a reader or writer. The student is an active participant in this meeting. While conferring, which usually takes place during independent reading, teachers will assess, decide, and then teach/demonstrate one strategy that a child can apply to their reading. Teachers will take anecdotal notes as information assessment to guide this teaching. Teachers may reinforce, re-teach, or rephrase to meet the unique needs of each student. Teachers will build from what children already know about language and print.

Tools/Environment in a Workshop Classroom

Reading and writing can be a tool of thinking. There are many ways to represent learning that help students encounter, probe, explore, and remember the content of the curriculum. Reading and writing to learn adds depth and can be integrated into all grades and subject areas. The physical environment as well as quality literature are additional key “tools” necessary in a workshop classroom.

Reading Response/Journal/Reader’s Notebook

Responding to reading allows students to monitor or communicate their ideas. The tools used for this may include a reading response or content journal, sticky notes, or a letter to the teacher. They may also draw their vision of a scene from the story in response to a letter from a partner. This writing and drawing will channel their responses and enhance their comprehension.

Choice

Choice is an integral part of literate behavior. Students will spend less time on isolated workbook pages and skill sheets. The more choices teachers make, the fewer responsibilities left for students. At times, students will be given an opportunity to make structured choices. They will choose to read a variety of genres and will choose how to respond to their reading. This will encourage students to become independent thinkers and learners while building a sense of ownership.

Reading Aloud

Hearing books read aloud is a key to learning to read. Teachers of all grade levels will read aloud to their students each day in order to expose them to a wide and rich range of literature. This teaches students to love stories, build vocabulary, and construct meaning through the use of teacher “think-alouds.” It also lends itself to developing communities and gives students a chance to hear books above their level.

Speaking and Listening

Students will have daily opportunities to talk about their reading. A reading classroom should be filled with talk/listening. Students turn and talk during mini-lessons, and have rich discussion during literature groups and guided reading groups. The skill of conversations

(dialogue) needs to be taught. Students will also have the opportunity to promote an interest in reading during book talks.

Reading Response

Effective teachers help children use reading as a tool for learning. Students will have ample opportunity to respond to literature through the use of Thinking Maps, response journals, sticky notes, think marks, etc. as opposed to workbooks and skill sheets. Students will have many opportunities to respond before, during, and after reading. Teachers will help students savor, share, apply meaning, and build connections to further reading and writing.

Classroom Library

Classrooms will be stocked with a balanced and broad assortment of fiction and nonfiction, including trade books, content-area books, poetry, newspapers, and magazines, all within a large range of difficulty. Students will be taught how to choose “just right” books. Text may be organized by level, genre, author, topic, etc.

Assessment

Reading assessment will match classroom practice. The best assessments drive instruction. Teachers will observe and interact with students as they read authentic texts for genuine purposes, keep anecdotal records such as running records of developing skills, problems, changes, and goals in reading. These formative assessments will be analyzed and used to drive instruction and make adjustments where necessary.

Anchor Charts

An anchor chart is a co-created visual representation of the class’s thinking. These charts may include expected behaviors, definitions or examples of strategies and skills, and students’ understanding. These may come in the form of Thinking Maps, list, sticky note collections, etc. They are a visible resource for all students. Anchor charts are a permanent record of students’ learning.

Technology

Technology is a critical component in the classroom. Students are encouraged to use the computer as a tool for researching information about topics as well as to learn more about authors and books. Students may also use technology to support their final draft of written work through the use of word processing and presentation software. Smart Board and digital cameras can also be used creatively to support student learning and presentation.

Integrated Units

Content does matter and integrated units are one way to address this. However, standards must be addressed. The components of the standards are then incorporated within the newly created units of study. Integration involves making connections between reading and writing across the content areas. Teachers create units of study where the reciprocity of reading and writing is evident. For example, as students are preparing to write poetry, the teacher would immerse students in the reading of poetry. This helps students see the connectedness of reading and writing in a meaningful way.

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9th grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.9-10	Reading - Literature	RI.9-10	Reading - Informational Text				
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P	P	P	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	I	P	P	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P	P	P	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		I	P	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		I	I	P
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			P	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				P
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		I	P	P
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*P	*P	*P	*P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	*P	*P	*P	*P
W.9-10	Writing						
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					P	
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.					P	
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.					P	
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					P	
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					P	
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.					P	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				I	P	P
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.				I	P	P
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				I	P	P
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.				I	P	P
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.					P	P
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					P	P
W.9-10.2f	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					P	P

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9th grade	ELA CCSS	Q1	Q2	Q3	Q4
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	P			
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	P			
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	I	P		
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	P			
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	I	P		
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	P			
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I	I	P	P
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	I	I	P	P
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	I	I	P	P
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			I	P
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		I	P	P
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I	I	P	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).			P	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).			P	
W.9-10.10	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.	I	I	P	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.				P
SL.9-10	Speaking and Listening				
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	I	I	P	
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	I	I	I	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	I	P		
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.			P	
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		I	I	P
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		I		P
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	I		P	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			P	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				P
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			P	
L.9-10	Language				
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I			P
L.9-10.1a	Use parallel structure.	I	I	P	
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	I			P
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I			P
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.				P
L.9-10.2b	Use a colon to introduce a list or quotation.				P

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9th grade	ELA CCSS	Q1	Q2	Q3	Q4	
L.9-10.2c	Spell correctly.	I			P	
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		I	I	P	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I			P	
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I			P	
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I			P	
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	I			P	
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I			P	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	I	P		
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	I	I	P		
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.		P			
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I	P	P	P	
		New Standards:	7	9	29	21
		Review Standards:	0	3	5	16
		Major Work of the Grade	4	7	14	15

[9-12 \(Grade Band\) - 2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core](#)

[2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core](#)

*Made proficient in all four quarters based on the focus on grade level text in guidance document

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10th grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.9-10	Reading - Literature	RI.9-10	Reading - Informational Text				
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P	P	P	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P	P	P	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P	P	P	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		P		
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		P		
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Bruegel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			P	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				P
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	I	I	P	P
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*P	*P	*P	*P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	*P	*P	*P	*P
W.9-10	Writing						
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					P	
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.					P	
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.					P	
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					P	
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					P	
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.					P	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					P	P
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					P	P

W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			P	P
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			P	P
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			P	P
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			P	P
W.9-10.2f	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			P	P
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		P		
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		P		
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	I	P		
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	P			
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	I	P		
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			P	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I	I	P	P
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	I	I	P	P
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	I	I	I	P
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				P
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	I	I	P	P
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I	I	P	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).			P	
W.9-10.9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).			P	
W.9-10.10	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.	I	P	P	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.				P
SL.9-10	Speaking and Listening				
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P			
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	I	I	I	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	P			
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	P	P	P	P
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	P	P	P	P
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		I		P
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	P	P	P	P
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			P	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				P
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P	P	P	P
L.9-10	Language				
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I			P
L.9-10.1a	Use parallel structure.	P			

L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	I			P
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I			P
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.				P
L.9-10.2b	Use a colon to introduce a list or quotation.				P
L.9-10.2c	Spell correctly.	I			P
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		I	I	P
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I			P
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I			P
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I			P
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	I			P
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I			P
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P			
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	P			
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.		P		
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I	P	P	P
	New Standards:	15	13	25	25
	Review Standards:	0	9	13	24
	Major Work of the Grade	10	8	12	16
	9-12 (Grade Band) - 2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core				
	2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core				

*Made proficient in all four quarters based on the focus on grade level text in guidance document

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11th Grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.11-12	Reading - Literature	RI.11-12	Reading - Informational Text				
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	P	P	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P	P	P	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P	P	P	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P	P	P	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	I		P	P
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		I	P	P
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			I	P
RL.11-12.8	(Not applicable to literature)	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).			P	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	I		P	P
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	*P	*P	*P	*P
W.11-12	Writing						
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			P		P	P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.			I		P	P
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.			I		P	P
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			I		P	P
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			I		P	P
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.			I		P	P
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			I	P		P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			I	P		P
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			I	P		P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			I	P		P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			I	P		P
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			I	P		P

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11th Grade	ELA CCSS		Q1	Q2	Q3	Q4
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		I	P		P
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			I		P
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		P	I		
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		P	I		
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).		P	I		
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		P	I		
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			I		P
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		P			P
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		P			P
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		P		P	P
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		P	P	P	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		P		P	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		P		P	
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).		P			P
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).		P			P
W.11-12.10	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.		I			P
SL.11-12	Speaking and Listening					
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		I	P		
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		I	P		
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.		I	P		
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		I	P	P	
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		I	P	P	
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				P	
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		I			P
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.		I		P	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			I	P	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		I			P
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.		I			P
L.11-12	Language					
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		I			P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.		I			P
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.		I		P	
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		I		P	
L.11-12.2a	Observe hyphenation conventions.		P			
L.11-12.2b	Spell correctly.		I		P	

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11th Grade	ELA CCSS		Q1	Q2	Q3	Q4
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		I		P	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.		I	P		
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		I	P		
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).		I	P		
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		I	P		
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		I	P		
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				P	
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.				P	
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.				P	
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		P	P	P	P
		New Standards:	21	16	23	23
		Review Standards:	0	8	12	28
		Major Work of the Grade	8	14	12	7
	9-12 (Grade Band) - 2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core					
	2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core					
	*Made proficient in all four quarters based on the focus on grade level text in guidance document					



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
RL.11-12	Reading - Literature				
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	P	P	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	P	P	P	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	P	P		
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	P	P	P	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	P	P		
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	I	P	P	
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	P	P	P	
RL.11-12.8	(Not applicable to literature)				
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	P	P		



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
RL.11-12.11	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	*P	*P	*P	*P
RI.11-12	Reading - Informational Text				
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	P	P	P
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			P	P
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			P	P
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P	P	P	P
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			P	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		P	P	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	I	P	P	P
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).			P	P



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	I		P	
RI.11-12.11	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	*P	*P	*P	*P
W.11-12	Writing				
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	P	P	P	
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	P	P		
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	P	P		
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	P	P		
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	P	P		
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	I		P	P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	I	P	P	P



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	I	P	P	P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I	P	P	P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	I	P	P	P
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	I	P	P	P
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	I	P	P	P
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	P			
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	P			
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	P			
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	P			
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	P	P	P	P
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	P			
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P	P	P	P



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P	P	P	P
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	P			P
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	P	P	P	P
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	P	P		P
W.11-12.9	Draw evidence form literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	P			P
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).	P			P
W.11-12.10	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.				P



2021-22 Quarterly Pacing Guide - Priority

12th grade	ELA CCSS	Q1	Q2	Q3	Q4
SL.11-12	Speaking and Listening				
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P	P	P	P
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	P	P	P	P
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	P			
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		P		
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		P		
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			P	
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			P	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.			P	P
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			P	P



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	P	P	P	P
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	I	P	P	P
L.11-12	Language				
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	P	P	P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	I			P
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	I	P	P	P
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	P	P	P
L.11-12.2a	Observe hyphenation conventions.	P	P	P	
L.11-12.2b	Spell correctly.	I	P	P	P
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	I		P	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	I	P	P	P
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	I	P		
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	I	P		



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	P			
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I	P		
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	P	P	P
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	I	P	P	P
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	I	P	P	P
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				P
New Standards:		35	33	11	8
Review Standards:		0	16	35	35
Major Work of the Grade		15	20	14	17
	9-12 (Grade Band) - 2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core				
	2020–21 Priority Instructional Content in English Language Arts/Literacy - Achieve the Core				
	*Made proficient in all four quarters based on the focus on grade level text in guidance document				

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QUARTER 1

Unit 1: (30 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
Identify and explain plot structure in short stories; Analyze how authors create the setting of the story; Identify characterization; Identify conflict , conflict types, and plot devices; Explain how visualization and imagery impact the reader; Understand point-of-view; Analyze character traits and motivation; Understand inferences; Analyze setting; Understand how mood affects the story; Understand irony; Analyze symbolism; Understand flashback, foreshadowing; Analyze theme; Write narratives reflective of the short story	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Identify; analyze; characterization; theme; flashback; symbolism; inference; irony; foreshadowing; point-of-view; imagery	
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		McDougal Littell Literature; "The Most Dangerous Game;" "The Gift of the Magi;" "Horse of the Century;" "The Necklace;" "A Christmas Memory;" "The Cask of Amontillado;" "The Scarlet Ibis"
	W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
	W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		

Unit 2: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Identify conflict and conflict types and plot devices	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Conflict; theme
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
		The Tears of a Tiger	

Unit 3: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Analyze Symbolism	RL.9-10.4	McDougal Littell Literature: poetry	meter, alliteration, simile; metaphor; symbol; sonnet; couplet

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Unit 5: (days)

Unit Focus	Standards	Resources	Unit Vocabulary

QUARTER 3

Unit 6: (20 days)

Unit Focus	Standards	Resources	Unit Vocabulary
Genre: Nonfiction	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Personal essay; Memoir; Interview; Cause and Effect; Informal Language; Idioms
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
	RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	
		McDougall Littell Literature: "Life Without Go-Go Boots;" "Mary Mallon's Trail of Typhoid;" "Good Night, Willie Lee, I'll See You in the Morning"; "Unfinished Business"	

Unit 7: (days)20

Unit Focus	Standards	Resources	Unit Vocabulary
Character Development	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Making inferences
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	

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	<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>		Epic; odyssey
McDougall Littell Literature: The Odyssey			
Unit 10: (days)			
Unit Focus	Standards	Resources	Unit Vocabulary

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QUARTER 1

Unit 1: (20 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
Unit 1: Fiction	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell Literature: "Harrison Bergeron;" "By the Waters of Babylon;" Author Study-Ray Bradbury=Life and Times, "A Sound of Thunder," "There Will Come Soft Rains," "The Pedestrian," The Author's Style	Short Story
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		
	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.			

Unit 2: (10 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
Unit 1: Nonfiction	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell Literature: "Dial Versu Digital;" "Once More to the Lake;" "A Letter from E. B. White, "Montgomery Boycott;" "A Eulogy to Dr. Martin Luther King, Jr."	Essay, letter, memoir, primary source
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		

Unit 3: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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QUARTER 2

Unit 4: (20 days)

Unit Focus	Standards	Resources	Unit Vocabulary
Poetry	<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		blank verse, sonnet, stanza, couplet, quatrain, meter, simile
	<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>		
	<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>		
	<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>		
	<p> </p>		
		McDougall Littell Literature: "Piano," "Those Winter Sundays;" "Sonnet 18," "Sonnet 30;" "Sweet Potato Pie;" "Salvador Late or Early;" Simile;" "Moon Rondeau;" "Woman;" "A Case of Cruelty;" Eight Puppies/Ocho Perritos"	

Unit 5: (20 days)

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Unit Focus	Standards	Resources	Unit Vocabulary
Drama	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The Bear, by Anton Chekov
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	RL.9-10.3	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	

QUARTER 3

Unit 6: (5 days)

Unit Focus	Standards	Resources	Unit Vocabulary
Reading for Information: Chronological Order; Analyzing a Letter; Career Search Report	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Time line; chronological order
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
	W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	W.9-10.1b	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	

McDougall Littell

QUARTER 4

Unit 9: (30 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
Alice Walker author study; Writing the career research paper	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Life and Times, p. 499; "Everyday Use, p. 503; "Women," p. 516; "Poem at Thirty-nine," p. 518; Interview On Writing Poetry, p. 521; Essay from In Search of Our Mother's Gardens, p. 522; The Author's Style, p.528	Interview, essay; Internet research
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Writing Workshop, p. 449; Internet;	
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		

Unit 10: (days)

Unit Focus	Standards	Resources	Unit Vocabulary

QUARTER 1

Unit 1: Short Stories (3 weeks)

Unit Focus	Standards	Resources	Unit Vocabulary
Students read, discuss, and analyze literary and nonfiction texts focusing on how central ideas develop and interact within a text. Students also explore the impact of authors' choices regarding how to develop and relate elements within a text.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
	RI.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
	RI.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical significance.	
		https://www.engageny.org/resource/grade-11-ela-module-1	

Literature Analysis (3 weeks)

Unit Focus	Standards	Resources	Unit Vocabulary
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
	RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	

Unit 3: Unit 2: The Power of Persuasion, includes historical documents, sermons, articles, drama, and speeches (3 weeks)

Unit Focus	Standards	Resources	Unit Vocabulary
	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

QUARTER 2

Unit 5: The Changing Face of America includes historical documents, essays, poetry, art, and biography

Unit Focus	Standards	Resources	Unit Vocabulary
Part 1: Women's Voices, Women's Lives; Part 2: The American Dream Illusion or Reality?	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Imagery; metaphor; simile; stanza; rhyme scheme
	RI.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
	RI.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
	RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
	W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	

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	W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
	W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
	W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	McDougall Littell Literature: Part 1 - "The Yellow Wallpaper;" "The Story of an Hour;" "Seventeen Syllable;" "Adolescence-III;" "I Stand Here Ironing;" "Ironing Their Clothes;" Assessment Practice: Comparing Literature. Part 2 - Historical Background; Poetry: "Chicago;" "Lucinda Matlock;" "Richard Cory;" "Miniver Cheevey;" "We Wear the Mask;" "Sympathy;" SHORT STORY: "Winter Dreams" HISTORICAL BACKGROUND: "America and I;" "The New Immigrants". Comparison and contrast essay, p. 902	
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Unit 5: (days)

Unit Focus	Standards	Resources	Unit Vocabulary

QUARTER 3

Unit 6: An American Journey, includes drama, and film

Unit Focus	Standards	Resources	Unit Vocabulary	
Play: The Crucible	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	McDougall Littell Literature: pp. 163-245; film version of The Crucible	Dialogue; monologue; soliloquy; aside; antagonist; protagonist; tragedy; drama; Elements of Plot: exposition, rising action, climax, falling action, resolution; foil characters
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		
	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
	RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		
	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		

Unit 7: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
"The Right to be Free"	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Reading vocabulary accompanies each selection

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QUARTER 1

Unit 1: (14 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
Epic Poetry, Anglo Saxon Poetry	RL.11-12.1	The Language of Literature textbook, Anglo-Saxon Web Quest	Epic, epic poetry, epic hero	
				Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	RL.11-12.2			Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	RL.11-12.3			Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	RL.11-12.4			Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
	RL.11-12.5			Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	RL.11-12.7			Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	W.12.3			Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
Unit 2: (15 days)				
Unit Focus	Standards	Resources	Unit Vocabulary	
Beowulf	RL.11-12.1	The Language of Literature textbook, Study.com	Epic poem, kennings, stock epithet	
				Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	RL.11-12.2			Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			

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RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
W.12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Unit 3 (15 Days)

Unit Focus	Standards	Resources	Unit Vocabulary
Antigone, by Sophocles	RL.12.1	Antigone script	Personification, figurative language, symbolism
	RL.12.2		
	RL.12.3		
	RL.12.4		
	RL.12.5		

QUARTER 2

Unit 4: (15 days)

Unit Focus	Standards	Resources	Unit Vocabulary
Antigone by Sophocles; Play Xtigone by Kelley; Chaucer and The Canterbury Tales	RL.11-12.1	Script of play "Antigone;"	Personification, figurative language

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RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
W.12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Background of Chaucer;
The Pardoner's Tale,
The Wife of Bath's Tale

QUARTER 3

Unit 6: (15 days)

Unit Focus	Standards	Resources	Unit Vocabulary
Poetry	<p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>SL.12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>"My Lute, Awake!" "On Monsieur's Departure," "The Passionate Shepherd to His Love," "The Nymph's Reply to the Shepherd," "Sonnet 30," "Sonnet 75," "Sonnet 29," "Sonnet 116"</p>	<p>Sonnet, rhyme scheme, syntax, paraphrase, pastoral, Elizabethan Sonnet, Italian Sonnet, Petrarchan Sonnet, English Sonnet, Spenserian Sonnet,</p>

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Unit 7: (20 days)

Unit Focus	Standards	Resources	Unit Vocabulary
Studying themes in historical fiction.	RL.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Allusion, Imagery, additional reading vocab selected as needed.
	RL.12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
	L.12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	SL.12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
		Things Fall Apart by Achebe	

Schedule 7d: Curriculum

Mathematics

- DPSA Introduction Mathematics
- 9-12 Mathematics Pacing Guides with Standard Descriptions
- 9-12 Mathematics Curriculum Maps

Detroit Public Safety Academy



Mathematics Best Practice Framework

Mathematics Introduction

“In this changing world, those who understand mathematics will have significantly enhanced opportunities for shaping their futures. Mathematical competence opens doors to productive futures. All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding. “(NCTM 2000, p.50)

A best practice classroom defined by the National Council of Teachers of Mathematics. (2014). Principles to actions: Ensuring mathematical success for all. Reston, VA: Author incorporates the following 7 Effective Mathematics Teaching Practices:

- **Establish mathematics goals to focus learning.** Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- **Implement tasks that promote reasoning and problem solving.** Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical

reasoning and problem solving and allow multiple entry points and varied solution strategies.

- **Use and connect mathematical representations.** Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- **Facilitate meaningful mathematical discourse.** Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
- **Pose purposeful questions.** Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- **Build procedural fluency from conceptual understanding.** Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
- **Support productive struggle in learning mathematics.** Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
- **Elicit and use evidence of student thinking.** Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

A classroom that uses current research, follows district and state standards, and is student-centered, active, experiential, authentic, democratic, collaborative, rigorous and challenging.

Therefore, our Math Best Practice committee follows this recommendation of the NCTM and the Instruction Department for a theoretical framework that is student centered, and includes the cognitive and social aspects of learning. This document should be considered a Tier 1 level of delivery when considering the Response to Intervention Model.

- Student-centered learning is experimental, holistic, authentic, and challenging. This includes rich hands-on experiences, non-fiction writing, student choice, and student responsibility for learning.
- Cognitive principles are developmental, constructivist, expressive and reflective. This includes higher-order thinking, inquiry, and time for students to express their learning in a variety of ways.

- Social principles are collaborative and democratic. Classrooms need to be interactive and model real life community.

Within this framework, teachers will use The Learning-Focused Strategies Model. In this model a framework is provided for organizing the effective strategies you are already using as well as new strategies learned. The intent is to head towards giving less direction to the students, allowing them to identify tasks to be completed and processes to follow. Teachers will model for students, giving them time to practice with guidance and feedback. This will be followed by independent practice where strategies taught will be applied to problem solving activities. Although the same six qualities apply across all grades, you should not infer that each strand has equal weight or emphasis in every grade level. The four structures of best practices outlined are guidelines to be used to successfully implement a best practice classroom.

This document is organized in the following categories:

- **Qualities of Best Practice-Characteristics of quality mathematics instruction:** Making connections, using reasoning and explaining the process, problem solving, creating representations, communicating ideas, and assessment.
- **Structures of Best Practice-Implementing and organizing mathematics instruction:** Reflective assessment, grouping, tools, and environment.
- **Recommendations for implementation:** The steps and processes that need to be followed to implement Phase 1 and Phase 2.

Qualities of Best Practices in Mathematics

Mathematics is the science of patterns. It is the job of a best practice educator to pave the pathway in the students' discovery of these patterns and relationships. Our vision is a collaboration of expert mathematicians who use abstract, symbolic notations to describe the patterns they formulate. This mathematical community is an integral component in giving the students the advantage in problem solving. Teachers will provide the students an opportunity to learn from their failures and grow from their successes in a safe environment. This is accomplished through scaffolding, a gradual decrease of teacher support as students become more competent, modeling, and a demonstration of the skill or process. Students will be assessed using both formative and summative assessments which will be the platform for quality instruction including guided practice, small group instruction, and application tasks. Teachers

will be required to think outside of the box in preparing students for the world beyond their front door. This document describes the process and compilation of best practice research.

Making Connections

Students learn better when they are able to make connections. In math, students should make connections to build on prior knowledge and expand their understanding.

- **Prior Knowledge**

Students should practice making connections between new information learned and previous lessons, both from the current grade and the previous grade. Before teaching a new concept, teachers help students activate prior knowledge to show them how mathematical ideas build upon each other.

- Circle Maps/Brainstorming
- Tree Map/KWL (What I know, what I want to know, what I learned)

- **Real World (authentic) Ideas**

When students apply mathematical concepts to real world and student relevant situations it deepens their understanding and creates more meaning. Teachers need to select meaningful authentic problems appropriate for the students' knowledge base.

- For example, when teaching about area, you could ask the class to estimate how many feet of carpet it would take to carpet your classroom.

- A link on how teachers can use real world ideas:

<http://www.youtube.com/watch?v=jRMVjHjYB6w>

- **Cross Curricular Lessons**

A single subject approach leaves students with a disconnected view of the knowledge and how to use that to solve real world problems. Students should be able to see how mathematics plays a role in other curriculum areas such as science, social studies, and art. Mathematics should be used frequently across the curriculum and the teachers need to incorporate cross-curricular lessons.

- Students can graph science results or books/genres read
- Students can use coordinate grids to find places on a map including places in a school.

- **The Purpose of the Lesson**

Students need to connect their learning to the purpose of the lesson to make it relevant. In other words, why am I learning this?

- Post the big ideas in the room
- Post the expectations in the room

Using Reasoning and Explaining the Process:

If problem solving is the focus of mathematics, reasoning is the logical thinking that helps us decide if and why our answer makes sense (Van De Wall, 2003). Not just memorizing an algorithm, but being able to explain and justify an answer shows that a student truly understands a concept. There needs to be a focus on the application of the math process to the world around us.

- **Model the Process**

While problem solving, teachers need to model their thought process to help students understand how to use reasoning in mathematical situations.

- **Application of Vocabulary**

It is critical that teachers demonstrate to students how to use appropriate vocabulary while communicating their reasoning process. Vocabulary should be an integral part of the math classroom.

- Word Walls
- Math Journaling and Prompts:
 - http://www.ilovemath.org/index.php?option=com_docman&task=cat_view&gid=23 –click on Journal Prompts
 - <http://myteacherpages.com/webpages/jgiffin/journal.cfm> click on 101 questions for math journals

- **The Use of Sample Literature**

Books can be used to introduce a concept, as a source for problems, to reinforce concepts, and to provide real world context.

- Literature based on topic:
http://childrenspicturebooks.info/articales/picture_books_for_math.htm

- **The Use of Properties and Formulas**

Students need to be able to understand how to use properties and formulas to justify steps in the problem solving process. Teachers need to model the use of these regularly in their lessons.

- Comparing answers when using the order of operations properly as opposed to not using it at all
- Use the actual term, associative property, when explaining the grouping in the following problem: $6+(4+9)=19$ and also $(6+4)+9=19$

- **The Use of Multiple Representations to Answer**

Students can articulate the connection between various approaches of relating to the same answer. This can also be executed by presenting a problem and allowing students to take a project approach for selecting their method of answering.

- 7×3 can be shown as $7+7+7$ or students could draw an array or three circles with seven dots in each.

- **The Use of Different Methods to Reach the Same Answer**

Students should understand that there is more than one way to solve a problem and to be able to determine which method is better suited for the problem.

- For multiplication the students could use the lattice, partial products, an the traditional method
- An example of the Lattice Method of Multiplication:

<http://www.youtube.com/watch?v=FnNvCuZ6SMw>

- A link to the Partial Product method:

<http://www.youtube.com/watch?v=LHgFZ4LqPvc&feature=relmfu>

- **The Use of Technology**

Students and teachers should be able to use various forms of technology to enhance understanding and reasoning. To assist students in explaining their reasoning, some technology pieces that could be used include: calculators, computers, interactive boards,

- Use the split screen or dual page on the interactive board to show two different representations or methods for solving one problem

- Virtual Manipulatives: <http://nlvm.usu.edu/en/nav/vlibrary.html>

Problem Solving

Students “build new mathematical knowledge through problem solving” (NCTM2000).

Teachers should be choosing meaningful problems or tasks where the solution is not obvious.

The student should be developing metacognition (the process of thinking about your own thinking). The student should be exposed and have the chance to use a variety of strategies, and be able to choose which strategy works best for them.

- **Authentic Problems**

Students should be given authentic, meaningful, real world problems. These problems won't always have obvious solutions or steps because the goal is to have students become patient, resourceful, problem solvers that persevere.

- Scholastic Authentic Math Problems:
<http://www.scholastic.com/teachers/collection/authentic-math-unit-plans>

- **Multiple Strategies**

Knowing students learn in a variety of ways, students need to be taught and given the chance to use different strategies depending on both the problem and the individual learner. Students need to be instructed at their appropriate rate and level.

- Everyday Math Multiple Strategies: <http://math.nyu.edu/~braams/links/emarith.html>

- **Brainstorming/Discovery**

Students need to be taught to use their prior knowledge to approach a new problem. Working to build independent learners, we need to present problems without the answer to let the students discover the solutions on their own. This can be done individually or in groups and may need to be structured to direct their attention.

- Activating prior knowledge:
<http://www.achievementstrategies.org/curriculum/C6d/Links/Teachingreadinginmathandsience6.pdf>

- **Scaffolding**

While students work through problems, they need scaffolding to provide clear directions, clarify the purpose and keep students on task. The amount of scaffolding should gradually decrease throughout the years to allow students to problem solve more independently.

- Scaffolding: <http://fcit.usf.edu/mathvids/strategies/si.html>

Creating Representations:

Symbols, charts, graphs, and diagrams are powerful methods for expressing mathematical ideas and relationships. Symbolism in mathematics, along with visual aids, such as charts and graphs, should be understood by students as methods of communicating mathematical ideas with other people. Symbols, graphs, charts, as well as physical manipulatives are also powerful learning tools. Moving from one representation to another is an important approach to add understanding. (Van De Wall).

- **Manipulatives**

The use of tangible items that gives students a tool for understanding that goes beyond paper and pencil. This allows students to see it, touch it, and move it to appeal to many different types of learners.

- Manipulatives: <http://www.youtube.com/watch?v=2Zss6mdkkRU>

- **Kinesthetic**

Bringing purposeful movement into the classroom will engage students by connecting physical movement to a concept.

- Math Dancing: http://www.youtube.com/watch?v=5_u_0J_btCc

- **Illustrations**

The use of pictures, diagrams, and graphs should be used interchangeably to represent mathematical ideas. Illustrations deepen understanding and are a valuable tool in the problem solving process.

- A variety of math representations:

<http://www.mathwire.com/seasonsonal/fall05.html#measurement>

- **List of Tables**

These can be utilized to aid in the organization of data which will help patterns be more easily recognized. The structures of these items need to be adjusted to fit the needs of the students.

- Different ways to graph weather:

http://www.nsa.gov/academia/_files/collected_learning/elementary/data_analysis/bar_graphing_with_weather.pdf

Graphic Organizers

Teachers need to help students use these tools, such as Thinking Maps, to organize their thoughts. They should assist students in selecting the best graphic organizer for the given problem.\

- Graphic Organizer of three ways to solve a problem:

<http://www.youtube.com/watch?v=VW-XpG6u3Dk>

- **Mnemonic Devices/Songs**

These are auditory tools used to help students retain information in a nontraditional manner. Including students in the creation adds additional value for the students.

- Counting by 2's, 5's, 10's song: <http://www.youtube.com/watch?v=GTyxfltyPgg>

- **Technology**

Teachers will incorporate technology in their daily instruction. For example, but not limited to: Calculators, Interactive boards, computers, videos, virtual manipulatives, online resources, wireless whiteboards, interactive tablets, iPods, iPads, Chromebooks, SMART Math Tools, and student response systems. Most classrooms are equipped with an Interactive board, teachers should be able to embrace the features available to enhance student learning. Teachers can use this technology to present videos, pre-recorded lessons, display scanned student work, use digital manipulatives, and easily use color for emphasis. The Interactive board is an engaging tool that allows for more interaction than a chalkboard/white board with activities like Koosh ball toss, click to reveal, shape creation and moving, dice rolling and dual screen writing.

Communicating Ideas:

Communication in the mathematics classroom is the key. Students should be able to talk about, write about, describe, and explain their mathematical thinking if they have a true, deep understanding of the given concepts.

- **Written**

To promote higher level thinking, writing should include more than the mathematical steps. It should also encompass the student's explanation, thought process, and reasoning while solving problems.

- Math Journals

- **Non-Written**

Students need to be provided the opportunity to discuss and/or debate, explain, and justify their thought process and approach to solving problems. In some cases pictorial representations may be the best means for students to convey their thoughts. This could be drawing pictures to model the situation, creating graphs, or using pictures to represent items within the problems.

- Math Journals
- Classroom or groups discussions

- **Learning Objectives/Standards**

These should be clearly conveyed in a student friendly language to provide a focus for their learning while still preserving the integrity of the information. Content vocabulary should be used for the objectives and throughout the class. Objectives should be presented to the students and posted where they can be referenced at the start, during and end of the unit.

- Math vocabulary posted
- Objectives posted
- Ticket out-students have to state math objective to leave the class

- **Color for Emphasis**

Color can be used in multiple approaches and has been shown in research to enhance learning. Colors can be used to highlight key information, show relationships and patterns, and separate information. Teaching students to use highlighters or colored pens during note taking is a useful skill.

- Highlight information in lessons and student notes
- Work or tests can be on colored paper
- Graphs and charts can be colored

- **Safe Environment**

Students need to feel comfortable sharing ideas, asking questions, and answering questions without fear of embarrassment.

- **Technology**

This is an essential tool for communicating mathematical ideas in the classroom.

- CPS: http://www.youtube.com/watch?v=15F10nWdmHQ&feature=grec_index
- Promethean Planet-<http://www.prometheanplanet.com/en-us/>
- Smart Board/Interactive Board Resource <http://exchange.smarttech.com/#tab=0>
- MobiMax: <https://www.mobymax.com/>
- Document cameras:
<http://www.youtube.com/watch?v=DKFQkzZm2ug&feature=related>

Assessment

Assessments are “vehicles for gathering information about students’ achievement” (Marzano 2000, p. 12). This information comes from two types of assessments: formative and summative. The purpose of formative assessment is to drive instruction by frequently checking for student understanding and progress throughout a unit. This allows the teacher to give adequate and

timely feedback to students. On the other hand, the purpose of summative assessment is to measure student achievement. Teachers utilize the results to modify instruction for the following school year. The distinct difference between these two vehicles is formative assessment guides immediate instruction while summative assessment allows for improvement from year to year.

The Structures of a Best Practice Classroom

Visualize a best practice math classroom. What does it look like, sound like, and feel like? Leona Group mathematics classrooms will have a non-threatening environment full of inquiry, alive with technology, and rich with writing. Our students will be actively involved in discussing, manipulating, and solving problems that connect to their world. Teachers will guide students to utilize the strategies and skills necessary to be competitive in the 21st century. The best practice teacher will also coach the students in making connections, learning through discovery, and “making mental manipulation(s) of abstract concepts” (Moyer, 2001, p. 176). Assessments will be made formatively and summatively to monitor the student’s true knowledge.

Grouping

A best practice classroom uses a variety of grouping methods to reach students. Please recognize that each method on its own is structurally sound, but none should be used exclusively.

- **Small Groups**

Students can be grouped depending on the intent. Homogenous groups allow the teacher to differentiate tasks or activities to meet the needs of the students. This form of grouping lets you present the same content in a manner that students will be able to understand and master. Heterogeneous groups promote students’ learning from each other. The students can be given a task and divide the work within the group based on each individual’s strengths. Grouping is a conscious and intentional process when effectively implemented.

- **Whole Group**

Teachers provide whole group instruction to present information and review or expand on content. This is an integral part of relaying information to the students, but be mindful of the lengths of instruction. Chunking material into manageable pieces for the students is very important. While presenting to the whole group, be aware that you should engage all students in the lesson.

- **Individual**

Some instruction is provided to students on a one-on-one basis. This is most often used to re-tech information that had previously been presented or to extend a student’s learning opportunity. In addition, students need time in the mathematics classroom to work independently to evaluate their own understanding with the opportunity to ask questions. The students would benefit from individual work time incorporated into whole group instruction time.

Tools

Classroom teachers have a variety of tools to use in educating their students. Some tools are used daily, while others are used less frequently to provide the best education. “Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools are helpful, recognizing both the insight to be gained and their limitations” (CCSS,2011,p. 17). While these innovative tools engage students, do not disregard the importance of students working with paper and pencil.

- **Technology**

Technology is a critical component in the mathematics classroom. Teachers and students are encouraged to use the interactive white board, including the SMART Math Tools, to make lessons more interactive and hands-on. Document cameras can be used to show student examples and model how to use manipulatives. Computers and tablets can also be used to enrich classroom instruction. Classroom Performance System (CPS) provides the opportunity to acquire instant feedback for student understanding.

- **Calculators**

To be competitive in the 21st century, our students are expected to use standard and graphing calculators. It is essential for students to understand and have the ability to use the various functions correctly. It is the teacher’s role to provide instruction on the proper usage of the calculator.

- **Manipulatives**

To help students make abstract concepts concrete, a variety of manipulatives can be used. Manipulatives have both visual and tactile appeal that engage the students and allow them to develop images that can be used to further understanding.

- **Math Journaling**

The practice of writing enhances the brain’s intake, processing, retaining, and retrieving of information (Zemelman, 2005). Using a math journal for written expression is encouraged. Through writing, students can increase their comfort with and success in understanding complex material, unfamiliar concepts, and subject-specific vocabulary. Writing boosts long-term memory, illuminates patterns, and gives the student time for reflection. Teachers use a non-fiction, constructed response type writing rubric to evaluate student writing.

- **Geometric Tools**

Compasses, protractors, reflective mirrors, rulers, and other similar tools help students understand mathematical concepts and should be used appropriately. Teachers will provide instruction for the proper use of these resources.

- **Use of Literature**

The use of literature in mathematics is a part of a cross curricular education. It helps to develop mathematical language and make math concepts relevant to real life.

Environment

An enriched environment provides clear objectives and is stimulating and full of energy. It feeds curiosity, is alive with resources, and is reflective of real life.

- **Physical Environment**

A well run classroom begins with the physical layout, including the arrangement of desks and the storage of materials and supplies. The desks should be arranged in a manner that is conducive to small group work and promotes student discussion. Supplies and manipulatives should be easily accessible to students with a clear expectation of procedures regarding usage of the materials and resources.

- **Engagement**

It is the teacher's responsibility to value and teach each student in his or her class by making learning interesting, meaningful and relevant. At the beginning of each lesson, the learning objective should be stated in a way that makes sense to students and helps them see the relevancy. A teacher should challenge students and allow them to learn from each other as well as from the teacher. Students should feel comfortable discussing the content and contributing to their learning. It is also important to build in the opportunity for each student to experience success. Learners of every level should feel valued.

- **Time**

The structure of the class should allow for instruction and practice. Time should be allocated in each school day to address and clarify student misconceptions regarding assignments. There should also be time built in at the end of each lesson for reflection to close the lesson and promote the retention of content.

Assessment

Formative and summative assessments have different goals. Any assessment could take either from depending on how it is used. Formative assessments are intended to drive daily instruction. Therefore, they should be used multiple times each week. These assessments are analyzed immediately, allowing teachers to gain deeper and more practical information about students' learning. Teachers use this knowledge to determine the content of future lessons, which provides opportunities for scaffolding and differentiation. Finally, the results of formative assessments give students specific feedback regarding their mathematical knowledge and understanding.

Summative assessments are created at the district level by developing questions aligned with the Common Core Standards. The results of these assessments are discussed and instructional strategies used by colleagues. These strategies are incorporated into all classrooms to improve student achievement.

Examples of Formative Assessment

- Weekly quizzes
- Teacher observations of students
- Homework and daily assignments
- Teacher questioning and student response
- Warm-up or bell work
- Student feedback-hands up, thumbs up/down, participation
- Mini quizzes/Ticket-out-the-door
- Student self-assessment

Examples of Summative Assessment

- State assessments
- District common assessments
- Unit or chapter tests



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High School	Algebra I CCSS	Q1	Q2	Q3	Q4
A-CED	Creating Equations				
A-CED.A	Create equations that describe numbers or relationships.				
A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	P (Eq)	P (Ineq)		
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		P		
A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.		P		
A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.	P			
S-ID	Interpreting Categorical and Quantitative Data				
S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable				
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).				P
S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.				P
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).				P
S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables				
S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.				P
S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.				P

S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.				P
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.				P
S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.				P
S-ID.C	Interpret linear models				
S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.		P		P
S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.				P
S-ID.C.9	Distinguish between correlation and causation.				P
F-1F	Interpreting Functions				
F-IF.A	Understand the concept of a function and use function notation.				
F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	P			
F-IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	P			
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.		P		
F-IF.B	Interpret functions that arise in applications in terms of the context.				
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	P (Linear eq)	P (Linear funct & ineq)		P (Quad)
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	P (Linear eq)	P (Linear funct & ineq)	P (Exp & Poly)	P (Quad)

F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.		P		
F-IF.C	Analyze functions using different representations.				
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		P (Linear funct & ineq)	P (Exp & Poly)	P (Quad)
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.		P (Linear funct & ineq)		P (Quad)
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			P	
F-IF.C.7e	Graph exponential functions			P	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.			P	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.				P
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.2)t$, $y = (0.97)t$, $y = (1.1)12t$, $y = (1.2)t/10$, and classify them as representing exponential growth or decay.			P	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		P	P	P
F-BF	Building Functions				
F-BF.A	Build a function that models a relationship between two quantities.				
F-BF.A1	Write a function that describes a relationship between two quantities.		P		
F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.		P		
F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.		P		
F-BF.B	Build new functions from existing functions.				

F-BF.B3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	P		P (Exp & Poly)	P (Quad)
F-LE	Functions: Linear, Quadratic and Exponential Models				
F-LE.A	Construct and compare linear, quadratic, and exponential models and solve problems.				
F-LE.A1	Distinguish between situations that can be modeled with linear functions and with exponential functions.			P	
F-LE.A1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.		P (Linear)	P (Exp)	
F-LE.A1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.		P		
F-LE.A1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.			P	
F-LE.A2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		P (Linear)	P (Exp)	
F-LE.A3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.			P	
F-LE.B	Interpret expressions for functions in terms of the situation they model.				
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.		P (Linear)	P (Exp)	
A-SSE	Seeing Structure in Expressions				
A-SSE.A	Interpret the structure of expressions.				
A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.	P (Linear)	P (Linear)	P (Exp)	
A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	P		P	
A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.			P	

A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	P		P	P
A-SSE.B	Write expressions in equivalent forms to solve problems.				
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.		P	P	P
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.				P
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.				P
A-SSE.B.3c	Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.12^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.			P	
A-APR	Arithmetic with Polynomials and Rational Expressions				
A-APR.A	Perform arithmetic operations on polynomials				
A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	P		P	
A-APR.B	Understand the relationship between zeros and factors of polynomials				
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.				P
A-APR.C	Use polynomial identities to solve problems				
A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1			P	
A-REI	Reasoning with Equations and Inequalities				
A-REI.A	Understand solving equations as a process of reasoning and explain the reasoning				
A-REI.A1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	P (Linear eq)	P (Linear funct & ineq)	P (Exp & Poly)	P (Quad)
A-REI.B	Solve equations and inequalities in one variable				

A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	P	P		
A-REI.B4	Solve quadratic equations in one variable.				P
A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.				P
A-REI.B4.B	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .				P
A-REI.C	Solve systems of equations				
A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.				P
A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.				P
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.				P
A-REI.D	Represent and solve equations and inequalities graphically				
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		P	P	
A-REI.D11	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★			P	
A-REI.D12	Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.		P	P	
N	The Real Number System				
N-RN.A	Extend the properties of exponents to rational exponents.				

N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5			P		
N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.			P		
N-RN.B	Use properties of rational and irrational numbers.					
N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	P				
N-Q	Quantities					
N-Q.A	Reason quantitatively and use units to solve problems.					
N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	P				
N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.	P				
N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	P				
G-GPE	Expressing Geometric Properties with Equations					
G-GPE.B	Use coordinates to prove simple geometric theorems algebraically					
G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).		P			
		New Standards:	17	19	14	21
		Review Standards:		6	14	9



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-C	Circles				
G-C.A	Understand and apply theorems about circles				
G-C.A.1	Prove that all circles are similar.			P	
G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.			P	
G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.			P	
G-C.A.4	(+) Construct a tangent line from a point outside a given circle to the circle.			P	
G-C.B	Find arc lengths and areas of sectors of circles				
G-C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.			P	
G-CO	Congruence				
G-CO.A	Experiment with transformations in the plane				
G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	P			
G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	P			
G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	P			
G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.	P			



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	P			
G-CO.B	Understand congruence in terms of rigid motions				
G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.		P		
G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		P		
G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		P		
G-CO.C	Prove geometric theorems				
G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,	P			
G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	P	P	P	
G-CO.C.11	Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.			P	
G-CO.D	Make geometric constructions				



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	P			
G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.	P			
G-SRT	Similarity, Right Triangles, and Trigonometry				
G-SRT.A	Understand similarity in terms of similarity transformations				
G-SRT.A.1	Verify experimentally the properties of dilations given by a center and a scale factor:	P			
G-SRT.A.1a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	P			
G-SRT.A.1b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor	P			
G-SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.		P		
G-SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.		P		
G-SRT.B	Prove theorems involving similarity				
G-SRT.B.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity		P		
G-SRT.B.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.		P		
G-SRT.C	Define trigonometric ratios and solve problems involving right triangles				
G-SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.		P		
G-SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.		P		



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★		P		
G-SRT.D	Apply trigonometry to general triangles				
G-SRT.D.9	(+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .			P	
G-SRT.D.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems.			P	
G.SRT.D.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).			P	
G-GMD	Geometric Measurement and Dimension				
G-GMD.A	Explain volume formulas and use them to solve problems				
G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.			P	P
G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.				P
G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.				P
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects				
G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.				P
G-GPE	Expressing Geometric Properties with Equations				
G-GPE.A	Translate between the geometric description and the equation for a conic section				
G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.			P	
G-GPE.A.2	Derive the equation of a parabola given a focus and directrix.			P	
G-GPE.B	Use coordinates to prove simple geometric theorems algebraically				



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$			P	
G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	P			
G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	P			
G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	P		P	
G-MG	Modeling with Geometry				
G-MG.A	Apply geometric concepts in modeling situations				
G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★				P
G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★				P
G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★				P
S.CP	Statistics and Probability: Conditional Probability and the Rules of Probability				
S.CP.A	Understand independence and conditional probability and use them to interpret data				
S.CP.A1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").				P
S.CP.A2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.				P



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
S.CP.A3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.				P
S.CP.A4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.				P
S.CP.A5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.				P
S.CP.B	Use the rules of probability to compute probabilities of compound events.				
S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.				P
S.CP.B7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.				P
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.				P
S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.				P
S.MD	Statistics and Probability: Using Probability to Make Decisions				
S.MD.B	Use probability to evaluate outcomes of decisions				
S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).				P



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).				P
	New Standards:	15	10	13	17
	Review Standards:		1	2	1



2021-22 Quarterly Pacing Guide

High School	Algebra II CCSS	Q1	Q2	Q3	Q4
A-CED	Creating Equations				
A-CED.A	Create equations that describe numbers or relationships.				
A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and <u>quadratic functions</u>, and <u>simple rational and exponential functions</u>. ****	P			
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	P (Linear / Quad)	P (Poly / Rational)		
A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	P (Linear / Quad)	P (Poly / Rational)		
A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.		P		
S-ID	Interpreting Categorical and Quantitative Data				
S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable				
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).				P
S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ****				P
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****				P
S-ID.A.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.				P
S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables				



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.				P
S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.				P
S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****				P
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals. ****				P
S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association. ****				P
S-ID.C	Interpret linear models				
S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data. ****				P
S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit. ****				P
S-ID.C.9	Distinguish between correlation and causation. ****				P
S-CP	Conditional Probability and the rules of probability				
S-CP.A	Understand independence and conditional probability and use them to interpret data				
S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).				P
S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.				P
S-CP.A.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.				P



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.				P
S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.				P
S-CP.B	Use the rules of probability to compute probabilities of compound events in a uniform probability model				
S-CP.B.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.				P
S-CP.B.7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.				P
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.				P
S-CP.B.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.				P
S-MD	Using Probability to Make Decisions				
S-MD.A	Calculate expected values and use them to solve problems				
S-MD.A.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.				P
S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.				P



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.				P
S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?				P
S-MD.B	Use probability to evaluate outcomes of decisions				
S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.				P
S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.				P
S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.				P
S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).				P
S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).				P
S-IC	Statistics and Probability: Making Inferences and Justifying Conclusions				
S-IC-.A	Understand and evaluate random processes underlying statistical experiments				
S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.				P



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?				P
S-IC-.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies				
S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.				P
S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.				P
S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.				P
S-IC.B6	Evaluate reports based on data.				P
F-1F	Interpreting Functions				
F-IF.A	Understand the concept of a function and use function notation.				
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.		P		
F-IF.B	Interpret functions that arise in applications in terms of the context.				
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.C	Analyze functions using different representations.				
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, <u>maxima, and minima.</u> ****	P			
F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.			P	
F-IF.C.7c	Graph polynomial functions, <u>identifying zeros when suitable factorizations are available, and showing end behavior.</u>		P		
F-IF.C.7d	Graph rational functions, <u>identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</u>		P		
F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.			P	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	P			
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.2)^t$, $y = (0.97)^t$, $y = (1.1)12^t$, $y = (1.2)^t/10$, and classify them as representing exponential growth or decay.			P	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
F-BF	Building Functions				
F-BF.A	Build a function that models a relationship between two quantities.				
F-BF.A1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.			P	
F-BF.B	Build new functions from existing functions.				
F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	P (Linear / Quad)	P (Rational)	P (Radical)	
F-BF.B.4	Find inverse functions.		P (Rational)	P (Radical)	
F-BF.B.4.a	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.		P (Rational)	P (Radical)	
F-LE	Functions: Linear, Quadratic and Exponential Models				
F-LE.A	Construct and compare linear, quadratic, and exponential models and solve problems.				
F-LE.A4	For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.			P	
F-LE.B	Interpret expressions for functions in terms of the situation they model.				
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	P (Linear)		P (Exp)	
F-TF	Trigonometric Functions				
F-TF.A	Extend the domain of trigonometric functions using the unit circle.				
F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.				P



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.				P
F-TF.B	Model periodic phenomena with trigonometric functions.				
F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.				P
F-TF.C	Prove and apply trigonometric identities.				
F-TF.C8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.				P
A-SSE	Seeing Structure in Expressions				
A-SSE.A	Interpret the structure of expressions.				
A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. ****	P	P		
A-SSE.B	Write expressions in equivalent forms to solve problems.				
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ****	P		P	
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines. ****	P			
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	P			
A-SSE.B.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.		P	P	
A-APR	Arithmetic with Polynomials and Rational Expressions				
A-APR.A	Perform arithmetic operations on polynomials				



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
A-APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.		P		
A-APR.B	Understand the relationship between zeros and factors of polynomials				
A-APR.B2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.		P		
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.		P		
A-APR.C	Use polynomial identities to solve problems				
A-APR.C.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.		P		
A-APR.C.5	. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1		P		
A-APR.D	Use polynomial identities to solve problems				
A-APR.D.6	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.		P		
A-APR.D.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.		P		
A-REI	Reasoning with Equations and Inequalities				
A-REI.A	Understand solving equations as a process of reasoning and explain the reasoning				
A-REI.A2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.****			P	
A-REI.B	Solve equations and inequalities in one variable				



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	P			
A-REI.B4	Solve quadratic equations in one variable.****	P			
A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.****	P			
A-REI.B4.B	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	P			
A-REI.C	Solve systems of equations				
A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	P			
A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	P			
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$. ****	P			
A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.				P
A-REI.C9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).				P
A-REI.D	Represent and solve equations and inequalities graphically				
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
A-REI.D11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
N	Number and Quantity				
N-RN	The Real Number System				
N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5			P	
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.			P	
N-RN.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.			P	
N-VM	Vector and Matrix Quantities				
N-VM.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.				P
N-VM.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.				P
N-VM.8	(+) Add, subtract, and multiply matrices of appropriate dimensions				P
N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.				P
N-VM.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.				P



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.				P
N-VM.12	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.				P
N-CN	The Complex Number System				
N-CN.A	Perform arithmetic operations with complex numbers.				
N-CN.A1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	P	P		
N-CN.A2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	P	P		
N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.		P		
N-CN.C	Use complex numbers in polynomial identities and equations.				
N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.	P			
N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	P	P		
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	P	P		
	New Standards:	32	15	9	49
	Review Standards:		14	16	

Standards Denoted "****" are review standards from Algebra 1. Any standard that has part of it underlined it is expected that specific part of the standard is covered in Alg. 2 and the rest was in Alg. 1. Any standard that does not have a "P" or "I" for any of the quarters, it is assumed that student have mastered it in Algebra 1. RtI, MTSS, Scaffolding would be used to cover those.

Algebra 1 Curriculum Map 2021-22

QUARTER 1

Unit 1: Introduction to Algebra (10 days)

Note: some items are crossed out in the HS math pacing guides.

This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Introduction to Algebra - Rational & irrational numbers - Simple polynomial multiplication, addition, and subtraction - Write expressions from word problems 	A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.	<ul style="list-style-type: none"> - Expression - Equation - Variable - Term - Coefficient - Exponent - Factor - Rational Number - Irrational Number - Commutative Property - Associative Property - Distributive Property - Distribute - Monomial - Binomial - Trinomial - Polynomial
	A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	
	A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	
	A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	
	N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	
	N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	
N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.		
N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		

Unit 2: Linear Equations (18 days)

Note: some items are crossed out in the HS math pacing guides.

This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Write and solve linear equations - Justify the steps for solving equations 	A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	<ul style="list-style-type: none"> - Constant - Coefficient - Proportion
	A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.	
	A-REI.A1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	
	A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	

Unit 3: Functions (11 days)

Note: some items are crossed out in the HS math pacing guides.

This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - What is a function? - Function notation - Domain and Range - Function families - Shifting parent function graphs 	F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.	<ul style="list-style-type: none"> - eMathInstruction: https://emathinstruction.com/common-core-algebra-i/unit-3-functions/ -
	F-IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	

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F-BF.B3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	<ul style="list-style-type: none"> - Relation - Minimum - Maximum - Zero / Root - Linear function - Quadratic function - Step function - Absolute value function - Exponential function - Polynomial function - Parent function
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	

QUARTER 2

Unit 4: Linear Functions (27 days)

Note: some items are crossed out in the HS math pacing guides.

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Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Arithmetic sequences - Find the slope of a line - Write linear equations (slope-intercept form, point-slope form) - Parallel and perpendicular lines 	A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	<ul style="list-style-type: none"> - Slope - Rate of Change - y-intercept - Slope-intercept form - Point-slope form - Solution - Arithmetic sequence - Recursive formula - Explicit formula - Parallel lines - Perpendicular lines
	F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.	
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	
	F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
	F-BF.A1	Write a function that describes a relationship between two quantities.	
	F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.	
	F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	
F-LE.A1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.		

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	F-LE.A1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.		
	F-LE.A2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		
	F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.		
	A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.		
	A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).		
	S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.		

Unit 5: Linear Inequalities (7 days)

Note: some items are crossed out in the HS math pacing guides.

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Unit Focus	Standards	Resources	Unit Vocabulary
- Solve linear inequalities - Graph linear inequalities	A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	- Inequality - Less than - Less than or equal to - Greater than - Greater than or equal to - Half-plane
	A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	
	A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
	A-REI.A1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	
	A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	
	A-REI.D12	Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	

QUARTER 3

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Unit 6: Systems of Linear Equations & Inequalities (11 days)

Note: some items are crossed out in the HS math pacing guides.

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Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Solve systems of linear equations - Graphing - Substitution - Elimination - Solve systems of linear inequalities 	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	<ul style="list-style-type: none"> - System of Equations - Substitution - Elimination - System of Inequalities
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	
	A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	
	A-REI.D11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	
	A-REI.D12	Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	

Unit 7: Exponential (16 days)

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Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Graph exponential functions - Solve problems involving exponential growth and decay - recognize and use geometric sequences 	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	<ul style="list-style-type: none"> - Exponential growth - Exponential decay - Geometric Sequence - Exponent - Base
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7e	Graph exponential functions	
	F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.2)^t$, $y = (0.97)^t$, $y = (1.1)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
	F-BF.B3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	
	F-LE.A1	Distinguish between situations that can be modeled with linear functions and with exponential functions.	
	F-LE.A1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	

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F-LE.A1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.		
F-LE.A2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		
F-LE.A3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.		
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.		
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.		
A-SSE.B.3c	Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)12t \approx 1.1212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.		
A-REI.A1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.		
N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5		
N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.		

Unit 8: Polynomials (12 days)

Note: some items are crossed out in the HS math pacing guides.

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Unit Focus	Standards	Resources	Unit Vocabulary
- Find products and quotients of monomials - Find the degree of a polynomial - Add, subtract, multiply polynomials	A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	- Monomial - Binomial - Polynomial - Distributive Property - Factor - Difference of Squares
	A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. ¹	
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
	A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.	
	A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	
	A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .	
	A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	
	N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5	
	N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	

QUARTER 4

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Unit 9: Quadratics (19 days)

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Unit Focus	Standards	Resources	Unit Vocabulary
- Graph quadratic equations - Solve quadratics using graphing, completing the square, factoring, and quadratic formula	A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	- Quadratic - Completing the square - Parabola - Roots - Factoring - Quadratic formula - Difference of squares
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	
	F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
	F-BF.B3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	
	A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	
	A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	
	A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.	
	A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	
	A-REI.A1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	
	A-REI.B4	Solve quadratic equations in one variable.	
	A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	
A-REI.B4.B	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.		
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.		

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Unit 10: Statistics (10 days)

Note: some items are crossed out in the HS math pacing guides.

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Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Plot data in various forms - Analyze data sets - Find the line of best fit 	S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	<ul style="list-style-type: none"> - median - mean - interquartile range - standard deviation - outlier - correlation - causation - dot plot - histogram - box plot - two-way frequency table - scatter plot - line of best fit
	S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	
	S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	
	S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.	
	S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.	
	S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	
	S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.	
	S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.	
	S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.	
	S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.	
	S-ID.C.9	Distinguish between correlation and causation.	
	Notes:		
		<i>* Some items are crossed out in the HS math pacing guides. This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters</i>	
		<i>* Red items indicate power standards</i>	

Geometry Curriculum Map 2021-22

QUARTER 1

Unit 1: Tools of Geometry & Constructions (16 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	<ul style="list-style-type: none"> - Angle - Circle - Perpendicular line - Parallel line - Line segment - Construction - Bisect - Perpendicular bisector - Equilateral triangle - Square - Regular hexagon - Inscribed
	G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	
	G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	
	G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.	

Unit 2: Angles & Lines (13 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,	<ul style="list-style-type: none"> - Vertical angles - Congruent - Transversal - Corresponding angles - Alternate interior angles - Same side interior angles - Alternate exterior angles - Same side exterior angles - Directed line segment - Partitions - Perimeter
	G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	
	G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	
	G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	

Unit 3: Transformations (13 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	
	G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	
	G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.	
	G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	
	G-SRT.A.1	Verify experimentally the properties of dilations given by a center and a scale factor:	

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G-SRT.A.1a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
G-SRT.A.1b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor

QUARTER 2

Unit 4: Congruence (12 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	
	G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	
	G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	
	G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	
	G-SRT.B.5	Use congruence and-similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	

Unit 5: Similarity (8 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	
	G-SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	
	G-SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	
	G-SRT.B.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity	
	G-SRT.B.5	Use congruence and-similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	

Unit 6: Right Triangles (9 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-SRT.B.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity	
	G-SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	

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G-SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.
G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★

QUARTER 3

Unit 7: General Triangles (7 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	<p>G-CO.C.10 Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>G-GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★</p> <p>G-SRT.D.9 (+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .</p> <p>G-SRT.D.10 (+) Prove the Laws of Sines and Cosines and use them to solve problems.</p> <p>G.SRT.D.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).</p>		

Unit 8: Parallelograms (10 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	<p>G-CO.C.11 Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p> <p>G-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$</p>		

Unit 9: Circles & Conic Sections (21 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	<p>G-C.A.1 Prove that all circles are similar.</p> <p>G-C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</p> <p>G-C.A.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>G-C.A.4 (+) Construct a tangent line from a point outside a given circle to the circle.</p> <p>G-C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p> <p>G-GMD.A.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.</p> <p>G-GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p>		

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	G-GPE.A.2	Derive the equation of a parabola given a focus and directrix.		
	G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$		

QUARTER 4

Unit 10: 3D Shapes (10 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	
	G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	
	G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.	
	G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	

Unit 11: Geometric Modeling (10 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	
	G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	
	G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	

Unit 12: Probability (13 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary
	S.CP.A1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	
	S.CP.A2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	
	S.CP.A3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	
	S.CP.A4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	
	S.CP.A5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	

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S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
S.CP.B7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.
S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.
S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

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QUARTER 1

Unit 1: Linear Equations (10 days)

Some items are crossed out in the HS math pacing guides.

This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Graph linear equations - Solve linear equations - Interpret the slope and y-intercept of a linear equation derived from a context 	A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. ****	<ul style="list-style-type: none"> - Slope - Rate of Change - y-intercept - Slope-intercept form - Point-slope form - Solution
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.****	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
	F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	
	A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	
	A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	
	A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		

Unit 2: Building Skills (Factoring, simplifying radicals, and complex numbers) (9 days)

Note: some items are crossed out in the HS math pacing guides.

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Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Factor trinomials - Simplify radical expressions - Introduce complex numbers 	F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	<ul style="list-style-type: none"> - Trinomial - Factor - Radical - Complex numbers
	A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****	
	N-CN.A1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	
	N-CN.A2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers	
	N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	

Unit 3: Quadratic Equations (20 days)

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Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Factor quadratic trinomials - Solve quadratic equations (factoring, completing the square) 	A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. ****	<ul style="list-style-type: none"> - Parabola - Root - Quadratic - Trinomial - Factor
	A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	

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completing the square, quadratic formula, and graphing)
- Graph parabolas

A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.****
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
A-REI.B4	Solve quadratic equations in one variable.****
A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.****
A-REI.B4.B	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b .
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.****
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

- Factor
- Maximum
- Minimum
- Vertex
- Complete the square
- Quadratic Formula
- Difference of Squares
- Imaginary Number
- Complex Number
- Fundamental Theorem of Algebra
- Standard Form
- Vertex Form
- Intercept Form

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A-REI.D11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★		
N-CN.A1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.		
N-CN.A2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers		
N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.		
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.		

QUARTER 2

Unit 4: Polynomial Equations (15 days)

Note: some items are crossed out in the HS math pacing guides.

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Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Add, subtract, multiply, and divide polynomials - Factor polynomials - Solve polynomial equations using the zero product property - Graph polynomial functions - Transform graphs of polynomial functions - Determine key features of polynomial graphs 	A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	<ul style="list-style-type: none"> - Monomial - Binomial - Trinomial - Polynomial - End Behavior - Factor - Binomial Theorem - Expand - Pascal's Triangle - Zero Product Property - Term - Coefficient - Constant - Degree
	A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	
	F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
	F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
	F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	

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A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****
A-APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
A-APR.B2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
A-APR.C4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. ¹
A-APR.D6	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.D11	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★
N-CN.A1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
N-CN.A2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers
N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Unit 5: Rational Functions (13 days)

Note: some items are crossed out in the HS math pacing guides.

This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
- Inverse variation - Graph rational functions - Add, subtract, multiply and divide rational expressions - Divide complex numbers - Solve rational equations - Find inverse relations	A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	- Inverse Variation - Rational Equation - Rational Expression - Asymptote - Point of Discontinuity - End Behavior - Inverse
	A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	

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F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
F-BF.B3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
F-BF.B4	Find inverse functions.
F-BF.B4.a	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.
A-APR.D7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
A-REI.A2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.****
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.D11	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★
N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers

Unit 6: Series & Sequences (5 days)

Note: some items are crossed out in the HS math pacing guides.

This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
- Mathematical patterns - Write formulas for sequences - Summation notation and evaluating sums	F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.	- Recursive - Explicit - Series - Sequences - Fibonacci Sequence - Finite Geometric Series
	A-SSE.B.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	

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QUARTER 3

Unit 7: Radical Functions (12 days)

Note: some items are crossed out in the HS math pacing guides.

This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Simplify radical expressions - Multiply and divide rational expressions - Rewrite radical expressions with radical exponents - Solve radical equations - Graph radical functions - Find inverse functions 	A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	<ul style="list-style-type: none"> - Radical Equation - Radical Expression - Rational Exponents
	A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	
	A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .	
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	
	F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
	F-BF.B3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	
	F-BF.B4	Find inverse functions.	
	F-BF.B4.a	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	
	A-REI.A2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.****	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		

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	A-REI.D11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★		
	N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5		
	N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.		
	N-RN.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		

Unit 8: Exponential & Logarithmic Equations (16 days)
Note: some items are crossed out in the HS math pacing guides.
This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
- Exponential growth & decay - Graph exponential functions - Use logarithms as the inverse of exponential functions - Solve exponential and logarithmic equations - Model with exponential and logarithmic functions	A-SSE.B.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	- Geometric Sequence - Exponential Growth - Exponential Decay - Logarithm - Natural Logarithm
	A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	
	F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
	F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	
	F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
	F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.2)^t$, $y = (0.97)^t$, $y = (1.1)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.	
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
F-BF.A1.b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.		

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	F-BF.B3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.		
	F-LE.A4	For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.		
	F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.		
	A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	A-REI.D11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★		

QUARTER 4

Unit 9: Probability (19 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Permutations and combinations - Independent and dependent events - Conditional probability - Random variables & probability distributions - Expected value 	S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	<ul style="list-style-type: none"> - Probability - Sample Space - Outcomes - Union - Intersection - Complement - Independent Events - Conditional Probability - Two-way frequency table - Addition Rule - Multiplication Rule - Probability Distribution - Expected Value - Permutation - Combination - Random Variable - Fair Decision - Random Sample
	S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	
	S-CP.A.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .	
	S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	
	S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	
	S-CP.B.6	Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.	
	S-CP.B.7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
	S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.	
	S-CP.B.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	

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S-MD.A.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.
S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?
S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.
S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.
S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Unit 10: Statistics (18 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
- Line of best fit - Normal distribution curve - Samples & biases - Making inferences with sample statistics	S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	- Survey - Experiment - Observational Study - Dot Plot - Histogram - Box Plots - Distribution - Scatter Plot - Correlation Coefficient - Correlation - Causation - Line of best fit - Function of best fit - Normalize - Sample - Random Sample - Bias
	S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	
	S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	
	S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	
	S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	
	S-IC.B6	Evaluate reports based on data.	
	S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	
	S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.****	
	S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****	
	S-ID.A.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.	

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	S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.		
	S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.		
	S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****		
	S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals. ****		
	S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association. ****		
	S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data. ****		
	S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit. ****		
	S-ID.C.9	Distinguish between correlation and causation. ****		
Unit 11: Trigonometry (12 days)				
Unit Description / Focus	Standards		Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Unit Circle - Convert degrees into radians & vice versa - Sine, cosine & tangent on the Unit Circle - Graphs of sine, cosine, and tangent 	F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.		<ul style="list-style-type: none"> - Trigonometry - Sine - Cosine - Tangent - Radian - Unit Circle - Period - Frequency
	F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.		
	F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.		
	F-TF.C8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.		
Unit 12: Matrices and Vectors (17 days)				
Unit Description / Focus	Standards		Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Matrix addition, subtraction, and multiplication - Inverse of a matrix - Determinant of a matrix - Transformations on the plane 	A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.		<ul style="list-style-type: none"> - Matrix - Vector - Inverse - Scalar
	A-REI.C9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).		
	N-VM.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.		
	N-VM.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.		
	N-VM.8	(+) Add, subtract, and multiply matrices of appropriate dimensions		
	N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.		
	N-VM.10	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.		
	N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.		
	N-VM.12	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.		

Schedule 7d: Curriculum

Science

- DPSA Introduction Science
- 9-12 Science Pacing Guides with Standard Descriptions
- 9-12 Science Curriculum Maps

Detroit Public Safety Academy



Science Best Practice Framework

Science Introduction

National and state standards in science not only encourage teachers to engage students with inquiry-based science, but to also emphasize the values, attributes and especially intellectual curiosity. In order for students to be able to build deep knowledge of science, they must do more than merely cover the subject matter; they must immerse themselves in doing science using systematic inquiry. (Zemelman, et al, 2005)

“Not all [students] will choose to become scientists but the science standards ask teachers to foster in all students the awareness of science as a dynamic creative interplay of questions and evidence, data and ideas, predictions and explanations” (Zemelman, et al, 2005)

“Science is an enterprise that can be harnessed to improve quality of life on a global scale. Science may provide a foundation for the development of language, logic and problem solving skills in the classroom. A democracy demands that its citizens make personal community based and national decisions that involve scientific information. For some students, science will become a lifelong vocation or avocation.” (Michaels, Shouse and Schweingruber, 2008).

In a best practice science classroom, students will have regular opportunities to:

- Engage in higher order thinking as part of a relevant and rigorous science curriculum
- Use evidence to support and communicate their understanding
- Become increasingly self-directed in their learning, leading to more student-led choices
- Build real-world connections using hands-on activities and apply that knowledge to new situations
- Encourage curiosity and questioning about the natural forces of the world to stimulate scientific inquiry in a variety of ways
- Create cooperative and collaborative communities
- Explore topics in depth, using research and deep study to internalize inquiry (Schmoker,2011)
- Engage in cross-curricular experiences
- Use scientific literacy to articulate and communicate scientific concepts (Marlene Their, 2002)
- Incorporate STEM (Science, Technology, Engineering and Math) into the science classroom (RESA,2011) and (NSTA, 2011)
- Students and teachers will use a variety of technology methods in order to enhance 21st Century Skills in Science
- Challenge misconceptions that students may have in order to correct and clarify scientific concepts (Learning Science and the Science of Learning, NSTA, Bybee, 2002)

PROTOCOLS OF BEST PRACTICES FOR SCIENCE

Science teachers need to differentiate teaching for all students on a daily basis. The following protocols have been identified to support Best Practice in science classrooms.

- Science teachers, with the assistance of support staff, should provide opportunities to have tests read to students with identified reading challenges. Teachers can use Audacity software to allow identified students to listen to tests
- Test taking procedures should be consistent throughout the district
- Pretests should be administered prior to the teaching of the unit
- As teachers are instructing and reviewing the unit, they should not use questions from common assessments verbatim
- Common assessments will be given by all teachers and will be used to track student progress and to drive instruction
- Science teachers will teach the Next Generation Science Standards using district adopted textbooks, kits and other materials as resources

- Pacing guides are to be followed as closely as possible to ensure understanding of the content expectations and increase student achievement from year to year.

STRATEGIES FOR INCORPORATING BEST PRACTICES IN SCIENCE

In order to promote inquiry science an identified approach needs to be established. The following strategies are student-specific interventions that are used by best practice science educators in classrooms.

Whole Group Instruction

Whole group instruction refers to the practice of teaching the same material simultaneously to an entire class. Whole class instruction generally implies that the same or similar assignments will be delivered to all students and an expectation exists that all students will be evaluated using the same assessment technique.

<http://www.danbury.k12.ct.us/currweb/glossary/xyz.html> p.1, 2005.

Teachers will generate interest and curiosity related to science concepts. They will clearly state objectives/content expectations. They will present and model essential questions and big ideas. They will clarify any misconceptions and build connections to real world situations and applications.

During whole group instruction, teachers will utilize multiple strategies including whole group discussions, science demonstrations, guided and dependent note taking and the use of interactive websites.

Examples of whole group strategies include:

- Teachers will include real life examples in the unit being studied such as current events from video streaming or weekly reader magazines like National Geographic, Time for Kids, Science World, Natural Inquirer, Mystery Science, Khan Academy and interactive websites (Phet <http://phet.colorado.edu/en/simulations/category/new>). This will enable students to make connections to what is being studied by using interactive models
- Teachers will state and post learning objectives in the classroom so students can connect previous and future learning
- Units will begin with whole group discussions where essential questions will be asked and generated. The students will begin to build a curiosity for the unit and come up with ideas and predictions in relation to what is being studied.
- Guided note taking is expected as students will be keeping science journals to write their thoughts, predictions and explanations of their findings.
- Thinking maps will access prior knowledge, organize new information and demonstrate understanding.

- Video conferencing will be utilized when appropriate to create discussions and participate in hands-on activities with other classrooms within or outside of the district. This may also be used to communicate with different scientists to answer essential questions.

Small Group Instruction

Small group instruction refers to the practice of teaching to small groups of students by the teacher or peers. It will allow students to be actively involved in a variety of learning opportunities matched to their personal strengths.

Small group instruction will be used to help meet the needs of all students through differentiation. Students will be grouped according to their learning needs. Student grouping should be based upon their instructional level and regrouped based upon observation and assessment, accuracy and comprehension. The teacher will support students by monitoring comprehension, constructing meaning and accelerating learning.

Some samples of small group instruction activities include:

- Students will work in small groups with hands-on activities
- Selected activities will give the students opportunities to rest, explore and investigate the learning objectives
- Discussion within the small groups will promote thinking and problem solving by leading students to compare alternative ideas and solutions (Daniels, 2005)
- Students should be challenged to support their arguments and motivated to seek answers via text, research, etc.
- Labs should be formatted as small group, student-designed inquiry
- *Think pair share* and cooperative learning groups will be used in the classroom
- *Small group presentations* and debates will be facilitated

Checking for Understanding

Checking for understanding is “an important step in the teaching and learning process. Research suggests that an important part of the learning process in all content areas is identifying and confronting misconceptions that can interfere with learning.”(Fisher and Frey, 2007)

During independent learning, the teacher will assess, decide and teach/demonstrate one concept that a student can apply to their knowledge base. During this time teachers can employ the methods of reinforcing, re-teaching or rephrasing to meet the unique needs of each student.

Some examples of methods that teachers may use to check for understanding include:

- Teachers will keep checklists to guide observations
- Teachers can use student self-evaluation forms, portfolios and journals to check for understanding.

- Teachers will use performance-based assessments such as extracting DNA from a strawberry, diagramming cell organelles, and labeling parts and functions of living and non-living things to deepen understanding.
- Teachers must address students' existing beliefs and knowledge and directly confront misconceptions and naïve theories (Zemelman et.al. p.152)
- Teachers will use formative assessments and exit tickets along with summative assessments such as formal tests, quizzes and practical examinations.

Informational Science Reading

Informational text will be used to help expose students to a wide range of scientific literature, information and data. This will encourage students to build scientific vocabulary and construct meaning of scientific concepts.

Some examples of informational science reading include:

- Text features will be discussed and explained so students will be able to find and interpret information
- Non-fiction leveled reading science text will be used in small guided reading groups to help promote and incorporate science into different content areas
- Reading non-fiction texts will serve to prepare the students to read scientific articles.
- Teachers will model how to read science text by showing students how to annotate, reread and refer to graphics. This will encourage student understanding, assist students in forming arguments and help them to make connections. (Shanahan and Shanahan p.53, 2008)
- Reading non-fiction books will develop vocabulary among all students
- Students will be encouraged to read about current events in science

Student Vocabulary

According to Pikulski and Templeton (2004), "Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words."

Teachers shall introduce scientific vocabulary relating to real world situations. This will encourage students to define science concepts in their own words to help make the terms more meaningful.

Some examples of vocabulary activities for grades 9th through 12th grade include:

- Flashcards
- Games (i.e., Bingo)
- Writing Vocabulary
- Word Walls
- Journaling using Vocabulary Words

- Define & Sketch Assignments
- Use of “instructional” read-aloud events
- Providing direct instruction in the meanings of clusters of words and individual words
- Systematically teaching students the meaning of prefixes, suffixes and root words
- Linking spelling instruction to reading and vocabulary instruction
- Teaching the effective, efficient, realistic use of dictionaries, thesauri and other reference works
- Provide illustrations that explain meaning for scientific terms and concepts
- Teaching, modeling and encouraging the application of a word-learning strategy
- Encouraging wide reading experiences to include science topics

Speaking and Listening

“Learners communicate and justify their proposed explanations to classmates and teachers by presenting their reasoning and evidence through oral and written expression” (Zemelman et.al. 2005). One goal for science instruction is for students to generate their own questions and lead discussions with their peers. “Discussion promotes thinking and problem solving, by leading students to compare alternative ideas and solutions” (p. 153). For this to happen, students must be guided to the aspects of peer-to-peer discussion such as respecting differing opinions and being open to new ideas. During these discussions, the students will include scientific theories and factual information. Students should be able to logically present evidence to support their findings.

Ways to encourage and incorporate speaking and listening in the classroom are:

- Students will write reports or essays based on their finding to explain and support their understanding and present it to the class
- Students will share their findings in both small group and whole group settings.
- Students will follow classroom expectations and practice their active listening skills when classmates are presenting.
- Students will use videoconferencing to speak to and listen to science professionals.
- Students will participate in debates and presentations.
- Examples of presentation media available to students include:
 - Podcasts
 - Screencasting
 - Cameras, Smart Board, presentation software, and iPads to create presentations

Scientific Inquiry

Members of the Biological Science curriculum Study (BSCS) discuss the five essential features of inquiry: engaging the learner, teaching the learner to use evidence to respond to scientific

questions, teaching the learner to formulate explanations from evidence, connecting explanation to scientific knowledge and communicating and justifying explanations (Bybee, 2006).

In order to promote inquiry science:

Teachers [will] require student led investigations and activities to promote higher-level thinking and cooperative learning. Learners [will] attempt to answer these questions through many types of hands-on investigations. Students [will] analyze and interpret data, synthesize their ideas, make inferences and predictions, build models and actively create, modify and discard some explanations or answers. (Zemelman, et. Al., 2005)

Students need to support scientific conclusions with data collected in inquiry science. Teachers [will] help students learn how to ask and answer scientifically oriented questions. Learners [will] attempt to answer these questions through many types of hands-on investigations. Students [will] analyze and interpret data, synthesize their ideas, make inferences and predictions, build models and actively create, modify and discard some explanations or answers. (Zemelman, et.al. 2005)

Examples of methods to implement scientific inquiry in the classroom include:

- Students should work together by asking questions, investigating natural phenomena, solving problems and making sense of data by formulating conclusions (Hammerman, 2006)
- The Five Essentials: Engage the learner, teach the learner, use evidence to respond to questions, formulate explanation from evidence, connect an explanation with scientific knowledge and justify explanations (Bybee, 2006)
- Students will begin each year by reviewing science process skills such as observation, classification, making inferences, prediction, measurement, using numbers, creating models, defining operationally, identifying variables, formulating hypotheses, recording and interpreting data and drawing conclusions
- By communicating results of their investigations, students [can] take pride in their accomplishments, link science to other subjects, discuss implications, develop confidence in their learning and ask new questions (Hammerman, 2006)

Examples of Inquiry Investigations

Open-ended labs, student led investigations, data analysis, model building and hands on investigations will focus on scientific concepts such as:

- Power
- Natural selection
- Mendelian Genetics
- Acids/Bases
- Decomposition/Synthesis
- Oxidation/Reduction

- Endothermic/Exothermic
- Stoichiometry
- Chemical Equations
- Chemical Formulas
- Gas laws
- Valence electrons
- Bonding

Scientific Response

According to Zemelman and Hyde (Zemelman, et.al. 2005) “the craft of writing is most effectively taught through a brief mini lesson, focused on skills appropriate to particular writing tasks.” Timely practice of skills will be encouraged through the immediate use of knowledge in the science classroom.

“Learners will extend their new understanding and ability and then apply what they have learned to new situations” (Zemelman, et.al. 2005). Students will have opportunities to respond before, during and after each lesson. Teachers will encourage verbal, written and illustrated representations of their understanding of the scientific concepts. Response will be encouraged during whole group, small group and individualized instruction. “Learners communicate and justify their proposed explanations to classmates and teachers by presenting their reasoning and evidence” (Zemelman, et.al. 2005).

Examples of student scientific responses in the classroom are:

- At the beginning of each unit teachers will lead a classroom discussion to access prior knowledge and generate questions which students want answered. During this time, predictions about the outcomes of the unit may be made
- Hands-on activities will be directed in small groups where students will work together to formulate a conclusion
- Students will show their understanding of the topic through verbal, written or illustrative representations
- Students will be encouraged to report findings in many different ways utilizing technology such as Smart Boards, iPads, Presentations and video clips from sources such as YouTube
- Utilize text response by implementing technology in the classroom such as iPads, Chromebooks, and a variety of presentation software.

Scientific Literacy

“Literacy is the spine that holds everything together in all subject areas” (Phillip and Wong, 2010). It is the key to learning all content areas.

“Students will be exposed to purposeful scientific reading and writing” (Schmoker, 2011). Teachers should provide a variety of literature containing specific scientific content for students.

This will teach them to form valid conclusions and participate in meaningful conversations (Zmach, 2006).

Teachers will introduce real life examples into the unit being studied using materials such as current event lessons from video streaming or science magazines.

Examples of scientific literacy in the classroom include:

- Teachers will model for students the process of keeping a scientific journal. These journals may be used to collect data on many different investigations such as the weather, the growth of a plant, the results of an experiment and conclusions based on observations throughout each unit.
- Writing activities such as science poems, non-fiction book reports, role-playing and lab analysis will be utilized in other content areas.
- Reading non-fiction science books, magazines and journals will help promote understanding of vocabulary and concepts taught.

Assessment

Assessments need to reach higher levels of Bloom's Taxonomy, evaluating students' ability to apply reasoning skills and make connections within the knowledge base. In order for growth and understanding of the subject matter to occur the expectations for science learning must be customized to measure student skills and mastery of core content, rather than on memorization of facts. This notion is echoed by the NSTA, stating "All assessments are aligned with 21st century curriculum and instruction and appropriately measure students' progress towards skills acquisition in addition to mastery to core content" (NSTA p.2, 2010)

Assessment will start with students learning and understanding scientific vocabulary. They will then be expected to develop questions and make connections to the current subject matter. The assessment will conclude with students being able to infer, analyze and synthesize information. The students will be provided with information and opportunities to practice each skill level to increase proficiency.

Examples of assessments used in the 9th-12th grade classroom include:

Summative Assessments

- State and Standardized Assessments
- District Common Assessments
- Classroom Assessments
- Projects
- Presentations
- Unit Tests

Formative Assessments

- Quizzes
- Homework/Daily Work
- Daily Science Bell Work
- Ticket out the Door, Exit Slips
- Students Self-Assessment Forms
- Student and Teacher Surveys
- Teacher observation/checklists
- Teacher questioning and student response
- Student feedback such as thumbs up/down, participation
- Writing prompts
- Technology
- Practice Tests
- Projects
- Presentations

Technology

“The use of technology will allow more students to be actively thinking about information, making choices and executing skills. “Technology provides the tools for investigative inquiry and analysis in the classroom. The products of technology enable students to extend powers of observation and to engage in scientific investigation much like the scientist does “(Hammerman, 2006).

“Technology should be used as a tool to support student performance in authentic tasks, students are in the position of defining their goals, making design decisions and evaluating their progress. The learning environment will be positively affected by the use of technology-based instructional strategies” (Hammerman, 2006)

2021-22 Quarterly Pacing Guide

HS	Physical Science	Q1	Q2	Q3	Q4
SCI.HS	Science				
SCI.HS.SPM	Structure and Properties of Matter				
SCI.HS.PS1.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms			P	
SCI.HS.PS1.3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles			P	
SCI.HS.PS1.8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay			P	
SCI.HS.PS2.6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials			P	
SCI.HS.CR	Chemical Reactions				
SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties				P
SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy				P
SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs				P
SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium				P
SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction				P
SCI.HS.FI	Forces and Interactions				
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	P			
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	P			
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	P			
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	I	P		
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current		P		
SCI.HS.ERGY	Energy				

SCI.HS.PS3.1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known	P				
SCI.HS.PS3.2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)		I	P		
SCI.HS.PS3.3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy		I	P		
SCI.HS.PS3.4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics)		I	P		
SCI.HS.PS3.5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction		P			
SCI.HS.WER	Waves and Electromagnetic Radiation					
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media		P			
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information		P			
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		P			
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		P			
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy		P			
SCI.HS.ED	Engineering Design					
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants				P	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering					
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts					
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem					
		New Standards:	4	8	7	5
		Review Standards:	0	0	0	0



2021-22 Quarterly Pacing Guide

HS	Earth & Space	Q1	Q2	Q3	Q4
SCI.HS	Science				
SCI.HS.FI	Forces and Interactions				
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration				
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system				
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision				
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects				
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current				
SCI.HS.WER	Waves and Electromagnetic Radiation				
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media				
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information				
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other				
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter				
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy				
SCI.HS.SS	Space Systems				
SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	P			
SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe	P			
SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements	P			
SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	P			
SCI.HS.HE	History of Earth				

SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks		P		
SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history		P		
SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features		P		
SCI.HS.ES	Earth's Systems				
SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems		P		
SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection		P		
SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes			P	
SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere			P	
SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth			P	
SCI.HS.WC	Weather and Climate				
SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate			P	
SCI.HS.ESS3.5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems				P
SCI.HS.HSA	Human Sustainability				
SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity			P	
SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios				P
SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity				P
SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems				P
SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity				P
SCI.HS.ED	Engineering Design				
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants				
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering				P

SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts				
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem				
	New Standards:	4	5	5	6
	Review Standards:	0	0	0	0

2021-22 Quarterly Pacing Guide

HS	Biology/Life Science	Q1	Q2	Q3	Q4
SCI.HS	Science				
SCI.HS.FI	Forces and Interactions				
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration				
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system				
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision				
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects				
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current				
SCI.HS.WER	Waves and Electromagnetic Radiation				
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media				
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information				
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other				
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter				
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy				
SCI.HS.SF	Structure and Function				
SCI.HS.LS1.1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	P			
SCI.HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms	P			
SCI.HS.LS1.3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis	P			
SCI.HS.MEOE	Matter and Energy in Organisms and Ecosystems				
SCI.HS.LS1.5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy		P		

SCI.HS.LS1.6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules		P		
SCI.HS.LS1.7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy		P		
SCI.HS.LS2.3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions		P		
SCI.HS.LS2.4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem		P		
SCI.HS.LS2.5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere		P		
SCI.HS.IRE	Interdependent Relationships in Ecosystems				
SCI.HS.LS2.1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales				P
SCI.HS.LS2.2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales				P
SCI.HS.LS2.6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem				P
SCI.HS.LS2.7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity				P
SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce				P
SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity				P
SCI.HS.IVT	Inheritance and Variation of Traits				
SCI.HS.LS1.4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms	P			
SCI.HS.LS3.1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring		P		
SCI.HS.LS3.2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors		P		
SCI.HS.LS3.3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population			P	
SCI.HS.NSE	Natural Selection and Evolution				

SCI.HS.LS4.1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence			P		
SCI.HS.LS4.2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment			P		
SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait			P		
SCI.HS.LS4.4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations			P		
SCI.HS.LS4.5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species			P		
SCI.HS.ED	Engineering Design					
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants					
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering					
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts					
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem				P	
		New Standards:	4	8	6	7
		Review Standards:	0	0	0	0

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QUARTER 1

Unit 1: Forces and Motion (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-understand Newton's second law of motion -use mathematical representations to illustrate Newton's second law	SCI.HS.PS2.1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	pHet, ReadWorks.org, Odysseyware, <i>Physical Science</i> (Glencoe), <i>Chemistry</i> (Prentice Hall)	acceleration, mass, collision, net force, energy, change, Newton's second law of motion
	SCI.HS.PS2.2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system		
	SCI.HS.PS2.3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision		
	SCI.HS.PS3.1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known		

QUARTER 2

Unit 2: Electricity and Magnetism (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-understand the effect of forces on objects - understanding of electric and magnetic fields	SCI.HS.PS2.4 Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	pHet, ReadWorks.org, Odysseyware, <i>Physical Science</i> (Glencoe), <i>Chemistry</i> (Prentice Hall)	gravity, magnetic field, electricity, electromagnetic, current, Coulomb's Law, Law of Gravitation
	SCI.HS.PS2.5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current		
	SCI.HS.PS3.5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction		

Unit 3: Waves and Electromagnetic Radiation(days)

Unit Focus	Standards	Resources	Unit Vocabulary
-understand the behavior of waves -explore different types of waves	SCI.HS.PS4.1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	pHet, ReadWorks.org, Odysseyware, <i>Physical Science</i> (Glencoe), <i>Chemistry</i> (Prentice Hall)	electromagnetic radiation, wavelength, frequency,
	SCI.HS.PS4.2 Evaluate questions about the advantages of using a digital transmission and storage of information		
	SCI.HS.PS4.3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		

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	SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		
	SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy		

QUARTER 3

Unit 4: Energy (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-transfer of energy -different forms of energy	SCI.HS.PS3.2	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	energy, thermodynamics, particle, relative, closed system
	SCI.HS.PS3.3		
	SCI.HS.PS3.4		

Unit 5: Structure and Properties of Matter (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-understand the function and organization of the periodic table	SCI.HS.PS1.1	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	periodic table, element, atomic structure, fission, fusion, radioactive decay, proton, neutron, electron, valence
	SCI.HS.PS1.3		
	SCI.HS.PS1.8		
	SCI.HS.PS2.6		

QUARTER 4

Unit 6: Chemical Reactions (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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-understand why chemical reactions occur -explain how changes in conditions (i.e. temperature, pressure) impact chemical reactions	SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	chemical reaction, conservation of mass, equilibrium
	SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy		
	SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs		
	SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium		
	SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction		
Unit 7: Research Project (days)				
Unit Focus	Standards		Resources	Unit Vocabulary
-use knowledge of physical science to solve a global problem	SCI.HS.ETS1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	dependent upon the topic being researched

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QUARTER 1

Unit 1: Big Bang (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
-formation of the universe and evidence for the Big Bang Theory - star lifespans and element formation	SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	nuclear fusion, radiation, H-R diagram, cosmic background radiation, red shift, spectra, elements, atomic mass
	SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe		
	SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements		

Unit 2: Orbital Motion (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
-predict the orbital motion of a satellite	SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	orbital motion, satellite

QUARTER 2

Unit 3: Early Earth (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
-formation of the Earth and the solar system	SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	meteorite, rocky planets, gas giants

Unit 4: Earth's Internal and Surface Processes(days)

Unit Focus	Standards	Resources	Unit Vocabulary	
- convection within the Earth - erosion/subduction of the Earth's crust	SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	oceanic crust, continental crust, subduction, plate tectonics, core, mantle divergent, transform, convergent, erosion
	SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features		
	SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection		

Unit 5: Earth's Feedback Loops (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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investigation of the many feedback loops present on Earth	SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	feedback loop, geoscience
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QUARTER 3

Unit 6: Cycling and the Environment (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-water cycle -carbon cycle - climate change	SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org convection, conduction, radiation, transpiration, carbon sink, infiltration, erosion
	SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere	
	SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate	

Unit 7: The Environment and Life (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-early Earth and early life - evolution of life on Earth climate changes and human activities	SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org prokaryote, eukaryote, evolution, migration
	SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity	

QUARTER 4

Unit 8: Research Paper (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-students will choose topics regarding human-caused environmental problems and evaluate potential solutions.	SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org Dependent upon chosen topic
	SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity	
	SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems	
	SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity	

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THE LEONA GROUP

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Biology Curriculum Map 2021-2022



QUARTER 1

Unit 1 Focus: DNA, RNA, and Protein (3 weeks)

Unit Focus	Standards	Resources	Unit Vocabulary
DNA is the genetic material that contains a code for proteins. DNA replicates by making a strand that is complementary to its original strand. DNA codes for RNA, which guides protein synthesis. Gene expression is regulated by the cell.	SCI.HS.LS1.1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	<i>Biology</i> (McGraw Hill) textbook, notes, notebook, labs	Double helix, nucleosome, DNA replication, DNA polymerase, okazaki fragment, RNA, messenger RNA, ribosomal RNA, transfer RNA, transcription, RNA polymerase, intron, exon, codon, translation

Unit 2 Focus: Cellular Structure and Function (2 weeks)

Unit Focus	Standards	Resources	Unit Vocabulary
Cells are the structural and functional units of all living things. The plasma membrane helps to maintain a cell's homeostasis. Eukaryotic cells contain organelles that allow the specialization and the separation of functions within the cell. Cellular transport moves	SCI.HS.LS1.2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms	Biology TB, notes, slideshows	Cell, plasma membrane, organelle, eukaryotic cell, nucleus, prokaryotic cell, cytoplasm, cytoskeleton, ribosome, nucleolus, endoplasmic reticulum, golgi apparatus, vacuole, lysosome, centriole, mitochondrion, chloroplast, cell wall, cilium, flagellum,
	SCI.HS.LS1.3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis		

Unit 3 Focus: Cellular Reproduction (3 weeks)

Unit Focus	Standards	Resources	Unit Vocabulary
Cells grow until they reach their size limit, then they either stop growing or divide. Eukaryotic cells reproduce by mitosis, the process of nuclear division, and cytokinesis,	SCI.HS.LS1.4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms	Biology TB, notes, slideshows	Cell cycle, interphase, mitosis, cytokinesis, chromosome, chromatin, Prophase, sister chromatid, centromere, spindle apparatus, metaphase, anaphase, telophase, cancer,

QUARTER 2

Unit 4: Cellular Energy (days)

Unit Focus	Standards	Resources	Unit Vocabulary
- Photosynthesis Cellular Respiration	SCI.HS.LS1.5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy		Photosynthesis, chloroplast, glucose

Biology Curriculum Map 2021-2022



- Cellular Respiration		Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules	Biology (McGraw Hill) textbook, notes, notebook, labs	chloroplast, glucose, ATP, cellular respiration, fermentation
		Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy		

Unit 5: Cycling of Matter/Flow of Energy(days)

Unit Focus	Standards	Resources	Unit Vocabulary
-carbon cycle	SCI.HS.LS2.3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions		biosphere, hydrosphere, geosphere, atmosphere, element, carbon, phosphorus, nitrogen
-water cycle review	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem	Biology (McGraw Hill) textbook, notes, notebook, labs	
-nitrogen/phosphorus cycles	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere		

QUARTER 3

Unit 6: Genetics (days)

Unit Focus	Standards	Resources	Unit Vocabulary
- Review of DNA and its functions - meiosis - mutations - inherited traits	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring	Crash Course Biology	chromosomes, traits, inheritable, mutation
	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors	HHMI	
	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population	Explore Learning	
		Readworks	
		phET	

Unit 7: Natural Selection/Evolution (days)

Unit Focus	Standards	Resources	Unit Vocabulary
- how do populations change over time? - evidence for evolution	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence		natural selection, advantage, evolution, population, mutation,

Biology Curriculum Map 2021-2022

evidence for evolution		Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment	Biology (McGraw Hill) textbook, notes, notebook, labs	population, mutation, competition
	SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait		
	SCI.HS.LS4.4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations		
	SCI.HS.LS4.5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species		

QUARTER 4

Unit 8: Biodiversity and Carrying Capacity (days)

Unit Focus	Standards	Resources	Unit Vocabulary
- How can communities and ecosystems change over time? - population graphs - carrying capacity - human effects on the environment	SCI.HS.LS2.1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales	carrying capacity, succession, exponential growth, population, community
	SCI.HS.LS2.2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales	
	SCI.HS.LS2.6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem	
	SCI.HS.LS2.7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity	
	SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce	
	SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity	

Schedule 7d: Curriculum

Social Studies

- DPSA Introduction Social Studies
- 9-12 Social Studies Pacing Guides with Standard Descriptions
- 9-12 Social Studies Curriculum Maps

Detroit Public Safety Academy



Social Studies Best Practice Framework

Social Studies Introduction

A Best Practice classroom is one that uses current research, follows district and state standards, and is student-centered, active, experimental, authentic, democratic, collaborative, rigorous and challenging.

In a best practice social studies classroom, students will have regular opportunities to:

- Investigate in-depth topics
- Exercise choice and responsibility when selecting independent topics for inquiry
- Explore open-ended questions that challenge student's thinking
- Be active participants in the classroom and in the wider community
- Involve students in both independent inquiry and cooperative learning
- Analyze multiple historical artifacts, including primary and secondary sources

The National Council of Social Studies recognizes Expectation of Excellence as the following:

Instruction emphasizes depth of development, of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding appreciation and life application...The most effective teachers, select for emphasis, the most useful landmark

locations, the most representative case studies for the most inspiring models, the truly precedent-setting events and the concepts and principles that their students must know and be able to apply in lives outside of school.

(NCSS, 1994, p.163)

Using the state of Michigan High School Content Expectations (HSCE's) as a guide, the Social Studies Best Practices Committee structured this document to include research-based Big Ideas as it pertains to grade 9-12 Social Studies instructions.

The goal of this document is to provide teachers with an instrument that guides instruction and enriches student learning. It will provide examples of quality instruction in Social Studies classrooms. This document should be considered to be a Tier 1 level of instructional delivery when referencing the Response to Intervention (RtI) Model.

BIG IDEAS

Grades 9-12 Classrooms

Teachers will use a variety of strategies to implement Whole Group Instruction in order to introduce, revisit or expand concepts. This will be done using a variety of strategies such as mini-lessons, anchor charts, guided note-taking and interactive notebooks. Teachers will embed technology while doing whole group instruction. Examples include slideshow presentations, interactive whiteboard lessons/activities and video streaming.

Mini-lessons- short instructional pieces (10-15 minutes) focusing on a particular skill strategy or topic; the content of these lessons will be applied during independent and small group activities.

Anchor Charts – an anchor chart is a co-created visual representation of the group's thinking. These charts may include expected behaviors, definitions, or examples of strategies and skills and students' understanding. These may be in the form of Thinking Maps, lists, sticky note collections, etc., and are a visible resource for all students as well as a permanent record of students' learning.

Interactive notebooks- Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express his/her own ideas and process the information presented in class. The purpose is to enable students to be creative, independent thinkers and writers.

Guided note-taking – discussion of what was read and which important points should be included in students' notes.

Teachers provide opportunities for students to work in small flexible groups. These groups are used to meet the specific needs of students. Students can be grouped based on level, student interest and/or student needs. Teachers would utilize small groups for simulations, pre-teaching activities, reteaching activities, and cooperative learning. Teachers may structure cooperative

learning groups in multiple ways including, but not limited to pair-share groups, jigsaws, three-minute review, etc.

Pair-Share groups- students are given questions and time to think about the topic: Each student is paired with another student and they are given time to discuss the topic before reporting back to the class.

Jigsaw groups- students are placed in smaller groups and asked to develop expertise on a particular topic. All groups then report back and teach peers about their given topic.

Three-Minute Review-teachers stop anytime during an interactive lesson and give pairs of teams three minutes to review what has been said, ask clarifying questions or answer questions.

Buddy Reading-teachers pair students according to reading ability in order to increase comprehension of the assigned text.

Pre-Teaching – involves the teacher providing a glimpse into upcoming lessons.

Cooperative Grouping – requires students working together to complete a task.

Reteaching to ensure students achieve mastery of content.

When reading in Social Studies, students will participate in both guided reading and read aloud of leveled text, current events and interpretations of maps, charts and graphs. They will also utilize strategies such as Thinking Maps, partner reads and responding before, during and after guided and independent reading.

Using secondary sources, such as biographies, newspaper articles, current events, textbooks and alternative views of history, students may gain a deeper understanding of a historical topic from multiple perspectives.

- Guided Reading – The teacher provides support for small groups of reading as they learn to use various reading strategies (e.g. context clues, letter and sound relationships, word structure and so forth).
- Thinking Maps – set of graphic organizing techniques used in classrooms. There are eight types of diagrams that correspond with eight different thinking processes. They are used to provide a common visual language to information structure, often put to use when students take notes.
- Partner Reads- allow students an opportunity to discuss and debate ideas and discover varying points of views. Students will also have the opportunity to take and defend a position.

In order to provide students with an opportunity to communicate their ideas, teachers will assign projects such as wax museums, presentations, think-pair-share, and role playing. Written communications will also be expressed through the use of response journals, reports, RAFT (Roll, Audience, Format and Topic) writing and essays.

Wax Museums- This strategy can be used throughout the year in various ways. As an example, during Black History Month students could be assigned various notable African Americans in history to research and create a presentation based on the figure's life and role in history. The intent of the wax museum is for the student to "become" that person in history.

Written Constructed Response Writing –practice answering these types of questions using an organizer.

Role- Students will be assigned a specific role. (Example: Colonist)

Format – The teacher will assign the format of the writing assignment. (Example: Letter)

DSIT- Draw what you Saw, Ink what you Think- reflection activities that use nonlinguistic representation to review content with a written description component.

Quick write - A strategy used to develop writing fluency, to build reflection into learning tasks and to assess student thinking in an informal manner. The strategy to ask learners to respond to open-ended questions or prompts posed by the teacher before, during or after reading activities.

Enrichment Projects – these projects will be based on grade level content. Some examples are:

- Illustrated timeline
- Scrapbook
- Journals
- Farcebook (farce of Facebook)
- ABC books

Think pair share- students are given questions and time to think about the set topic. Each student is then paired with another student and they are given time to discuss the topic before reporting to the class.

Social Studies teachers used assessments as a tool to guide instruction and curriculum. Teachers used the formative assessment process beginning with identifying clear targets, effective questioning, descriptive actionable feedback, student self-assessment and students as peer assessors.

Common Formative Assessments

Definition for common formative assessment- "An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessment are frequently administered throughout the year to identify (1) individual students who need additional time and support for learning; (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills; (3) program concerns-areas in which students generally are having difficulty achieving the intended standard and; (4) improvement goals for individual teachers and the team." (Dufour, et.al., p 214, 2006)

Teachers will use a variety of formative assessment tools to gather evidence including listed examples below.

- DSIT – Draw what you Saw Ink what you Think- student reflection activity that uses non-linguistic representation to review content with a written description component. This activity allows students to consider a written description a visual cue.
- Quick Writes – student-timed writing activity to review and summarize content: encouraging students to develop writing stamina and fluency over time.
- Thumbs up, thumbs down – Teachers ask students a question where they respond with a thumbs up if they agree and thumbs down if they disagree.
- Chalk talks – Students are separated into groups. Each group is given a large piece of paper with a big idea or question. Students are expected to silently answer the question on the paper. Each student has a different color writing utensil to write their response, leaving others to respond, add to the question or pose their own question.
- Peer feedback – Allow students to provide their peers with constructive criticism on a task by addressing the students’ strengths and providing suggestions of opportunities for improvement.
- Ticket out the door – is written during the last few minutes of the class period and handed to the teacher on the way out of the classroom. The teacher can quickly skim through the summaries to determine what, if anything needs to be re-taught the following day. This can also be done using other writing forms including drawings and diagrams.

<http://teachingstrategies.pbworks.com/w/page/19940839/Ticket%20Out%20the%20Door>

- Simulations – Guided reenactments where students become part of the story as a character instead of a listener and observer.
- Jigsaw – Each student is assigned a section of reading and is responsible for becoming an “expert” on their section. The student then meets with other classmates where everyone shares out on their section, allowing students to learn about the entire piece without reading every section themselves.

<http://www.creativeteachingsite.com/edusims.html>

<http://www.youtube.com/watch?v=aMP6b9E9ISc>

http://www.educationworld.com/a_curr/curr324.shtml

- Formative assessment

<http://www.amle.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>

- Rubrics <http://edtech.kennesaw.edu/intech/rubrics.htm>

Common Summative Assessments are given periodically to determine after instruction is provided, what students know and do not know. Summative assessment in the classroom level is an accountability measure that is generally used as part of the grading process. Examples of common summative assessments include:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams

Teachers will give students opportunities to exercise choice and responsibility in their Social Studies class. They will give students multiple alternative options to demonstrate learning, such as persuasive writing, working in centers and performing a culminating activity. Teachers will use menus for project decisions with rubrics for assessment. Students will be given a choice in selecting writing/debate topics. Grouping decisions can be flexible, while making student choice a priority. At times, students will be offered structured choices regarding assignments

- Center Work – Students spend quality, independent practice time reading and using a variety of maps. They also practice using globes, grids and the tools of geography. At the end of a unit students could choose a particular event or topic to display their knowledge.
- Projects/menu activities – these projects are grade level content based. Some examples include:
 - Illustrated timeline
 - Scrapbook
 - Journals
 - Farcebook (farce of facebook)
 - ABC books
 - DSIT- Draw what you Saw Ink what you Think – student reflection activity that used non-linguistic representation to review content with a written description component. This activity allows students to consider a written description of a visual cue.
 - Flexible grouping – Grouping students in ways that maximizes individual capabilities by pairing them up with students at the same ability and skill level.

<http://www.eduplace.com/science/profdev/articles/valentino.html>

<http://kms.sdcoe.net/differ/21-DSY/56-DSY.htm> (teacher led groups and student led groups)

- Debate – provide an opportunity for two or more students to present an argument with the goal of persuading one another. Students will learn to distinguish between important and vital facts versus the unimportant and analyze this information in a short period of time. Debate topics can be taken from curriculum, current events and social studies Big Ideas.

http://www.educationworld.com/a_lesson/lesson/lesson304.shtml

http://triviumpursuit.com/speech_debate/what_is_debate.htm

Real-world involvement is crucial for imparting the values of civic involvement and responsibility. Students may analyze current events, utilize her order thinking and develop service-learning projects to emphasize these values. Teachers through the use of current events via simulations, maps, graphs and debates, will apply concepts for authentic instruction. In order to make concepts more real, teachers work with students to make the connections between classroom instruction and real world events by determining how past events affect current life. Teachers may use strategies such as:

Field Trips or Virtual Field Trips-

Teachers arrange a field trip or virtual field trip opportunities for students to gain real world experiences. In order to make concepts more real, teachers have the students respond how a past event affects current life, promoting connections between classroom instruction and real world events. Teachers, through the use of current events utilizing simulations, maps, graphs and debates, will apply concepts for authentic instruction.

Real-world involvement is crucial for imparting the values of civic involvement and responsibility. Students may analyze current events, utilize higher order thinking and develop service-learning projects to learn these values. Teachers may use strategies such as:

Providing students' access to current events –allows students to have the opportunity to read, discuss, debate, draw their own conclusions, make connections and inferences through multiple venues.

<http://www.lessonplanspage.com/SSCurrentEventsBlogK12.htm>

Debate – provide an opportunity for two or more students to present an argument with the goal of persuading one another. Students will learn to distinguish between important and vital facts versus the unimportant and analyze this information in a short period of time. Debate topics can be taken from curriculum, current events and social studies Big Ideas.

Simulation – Guided reenactments where students take an active role of that as a participant instead of a listener and observer.

<http://www.creativeteachingsite.com/edusims.html>

Current event- Exposing students to current events via newspapers or digital media, to increase awareness and interest in current events by allowing them to make connections to the curriculum and relevance of the information.

Maps, Charts, Graphs – Analyzing data in graphs and charts along with maps, to help students interpret information in forms other than text. This will allow students to categorize real world

application in a manner that will allow them to quantify data and use standardized test questions that require map, graph and chart interpretation.

StrataLogica – Herff Jones Nystrom maps, globes, atlases and charts now come alive in an environment where teachers and students can actively engage in a multi-layered world, easily share content and collaborate with each other. StrataLogica is web-based and designed for computers, projectors and interactive whiteboards.

Teachers will give students opportunities to solve problems in their Social Studies classes. Problem solving skills are crucial in decision-making activities. Teachers can use simulation activities, debates and alternative ending activities (e.g., what if the South won the Civil War? What if the Agricultural Revolution had not happened?) to demonstrate individual student's problem solving skills.

After covering a historical event (e.g. end of war or passing a law), teachers and students can construct a list of pros and cons of the event and offer alternate solutions, if the event would have taken place in the present time.

- Debate – provide an opportunity for two or more students to present an argument with the goal of persuading one another. Students will learn to distinguish between important and vital facts versus the unimportant and analyze this information in a short period of time. Debate topics can be taken from curriculum, current events and social studies Big Ideas.
- Simulation – Guided reenactments where students take an active role of that as a participant instead of a listener and observer.
- Thinking Maps – set of graphic organizing techniques used in classrooms. There are eight types of diagrams that correspond with eight different thinking processes. They are used to provide a common visual language to information structure. They are often put to use when students take notes.

<http://www.thinkingmaps.com>



2021-22 Quarterly Pacing Guide

High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
USHG-F	Foundational Issues in USHG – ERAS 1 – 5				
USHG-F1	Political and Intellectual Transformations of America to 1877				
USHG-F1.1	<p>Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals:</p> <ul style="list-style-type: none"> • the Declaration of Independence. • the original United States Constitution (including the Preamble). • the Bill of Rights. • the Gettysburg Address. • the Thirteenth, Fourteenth, and Fifteenth Amendments. 	P			
USHG-F1.2	Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.				
USHG-F1.3	Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism.				
USH6	USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -1930)				
USH6.1	Growth of an Industrial and Urban America				
USH6.1.1	<p>Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:</p> <ul style="list-style-type: none"> • the organizational revolution. • the economic policies of government and industrial leaders. • the advantages of physical geography. • the increase in labor through immigration and migration. • the growing importance of the automobile industry. <p><i>Examples may include but are not limited to: the development of corporations and organized labor movements; A. Phillip Randolph, Andrew Carnegie and John D. Rockefeller.</i></p>	P			
USH6.1.2	<p>Labor’s Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.</p> <p><i>Examples may include but are not limited to: the Knights of Labor, American Federation of Labor, the United Mine Workers; Farmer’s Alliance, Grange, Platform for the Populist Party, Bryan’s “Cross of Gold” speech.</i></p>	P			
USH6.1.3	<p>Urbanization – explain the causes and consequences of urbanization, including:</p> <ul style="list-style-type: none"> • the location and expansion of major urban centers and their link to industry and trade. • internal migration, including the Great Migration. • the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups. • different perspectives about the immigrant experience. 	P			



2021-22 Quarterly Pacing Guide

High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
USH6.1.4	Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: <ul style="list-style-type: none"> describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society. describing governmental policies promoting economic development. evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and describing the response of African-Americans to this inequality. describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies. 	P			
USH6.2	Becoming a World Power				
USH6.2.1	Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.	I	P		
USH6.2.2	World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.	I	P		
USH6.2.3	Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women's suffrage, and on internal migration. <i>Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.</i>	I	P		
USH6.2.4	Wilson and His Opponents – explain how President Woodrow Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over: <ul style="list-style-type: none"> the Treaty of Versailles. U.S. participation in the League of Nations. the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe. 	I	P		
USH6.3	Progressive Era				
USH6.3.1	Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform. <i>Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.</i>	I	P		
USH6.3.2	Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era. Examples may include but are not limited to: the successes and failures of efforts to expand women's rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women's Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court's role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.	I	P		
USH6.3.3	Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.	I	P		
USH6.3.4	Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.				
USH7	USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)				
USH7.1	Growing Crisis of Industrial Capitalism and Responses				



2021-22 Quarterly Pacing Guide

High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
USH7.1.1	<p>The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including:</p> <ul style="list-style-type: none"> • cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.” • the increasing role of advertising and its impact on consumer purchases. • the NAACP legal strategy to attack segregation. <p><i>Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.</i></p>			P	
USH7.1.2	<p>Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:</p> <ul style="list-style-type: none"> • the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl. • the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families. • President Herbert Hoover’s policies and their impact, including the Reconstruction Finance Corporation. 			P	
USH7.1.3	<p>The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including:</p> <ul style="list-style-type: none"> • the changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly. • opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws. • the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies. • consequences of New Deal policies. <p><i>Examples may include but are not limited to: Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers’ rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), the Termination Policy, the Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.</i></p>			P	
USH7.2	World War II				
USH7.2.1	<p>Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war, including:</p> <ul style="list-style-type: none"> • political and economic disputes over territory. • the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan. • U.S. neutrality. • the bombing of Pearl Harbor. <p><i>Examples may include but are not limited to: failure of the Treaty of Versailles; the League of Nations; the Munich Agreement; the Neutrality Acts; the Lend Lease Act; oil embargo; fascism; militarism, nationalism; imperialism.</i></p>			P	
USH7.2.2	<p>United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.</p> <p><i>Examples may include but are not limited to: Germany-First strategy, the Big Three Alliance, and the development of atomic weapons.</i></p>			P	

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High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
USH7.2.3	<p>Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:</p> <ul style="list-style-type: none"> • the mobilization of economic, military, and social resources. • the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces. • the role of the home front in supporting the war effort. • the conflict and consequences around the internment of Japanese-Americans. 			P	
USH7.2.4	<p>Responses to Genocide – investigate the responses to Hitler’s “Final Solution” policy by the Allies, the U.S. government, international organizations, and individuals. <i>Examples may include but are not limited to: concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler as examples of the “righteous among the nations”.</i></p>			P	
USH8	USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)				
USH8.1	Cold War and the United States				
USH8.1.1	<p>Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:</p> <ul style="list-style-type: none"> • differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.). • diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward. <p><i>Examples may include but are not limited to: the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, Truman Doctrine, United Nations, North \ American Treaty Organization (NATO), and the Warsaw Pact.</i></p>			P	
USH8.1.2	<p>Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:</p> <ul style="list-style-type: none"> • the development and growth of a U.S. national security establishment and intelligence community. • the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba). • U.S. involvement in Vietnam, and the foreign and domestic consequences of the war. • indirect (or proxy) confrontations within specific world regions. • the arms race and its implications on science, technology, and education. <p><i>Examples may include but are not limited to: the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile, Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).</i></p>			P	
USH8.1.3	<p>End of the Cold War – describe the factors that led to the end of the Cold War. <i>Examples may include but are not limited to: detente, policies of the U.S. and U.S.S.R. and their leaders President Reagan and Premier Gorbachev, the political breakup of the Soviet Union, and the Warsaw Pact.</i></p>			P	
USH8.2	Domestic Policies				
USH8.2.1	<p>Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.</p>				P



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High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
USH8.2.2	<p>Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:</p> <ul style="list-style-type: none"> • describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment. • evaluating policy decisions and legislative actions to meet these challenges. <p><i>Examples may include but are not limited to: G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).</i></p>				P
USH8.2.3	Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies.				P
USH8.2.4	<p>Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.</p> <p><i>Examples may include but are not limited to: Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, "flower power," hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), the occupation of Alcatraz, Ralph Nader.</i></p>				P
USH8.3	Civil Rights in the Post WWII Era				
USH8.3.1	<p>Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including:</p> <ul style="list-style-type: none"> • the impact of World War II and the Cold War. • Responses to Supreme Court decisions and governmental actions. • the Civil Rights Act (1964). • protest movements. • rights. • organizations. • civil actions. <p><i>Examples may include but are not limited to: racial and gender integration of the military; "An American Dilemma"; Jim Crow laws; de jure segregation; Brown v. Board of Education; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; Milliken v. Bradley; the Elliott Larsen Act.</i></p>				P
USH8.3.2	Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.				P
USH8.3.3	Women's Rights – analyze the causes, course, and reaction to the women's rights movement in the 1960s and 1970s. <i>Examples may include but are not limited to: the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.</i>				P
USH8.3.4	<p>Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.</p> <p><i>Examples may include but are not limited to: Indigenous Peoples; Latinos/ Latinas; new immigrants; people with disabilities; the gay and lesbian community; the Stonewall riots; the Rehab Act (1973); ADA (1990); American Indian Religious Freedom Act (1978); United Farmworkers; Harvey Milk (1978); Ruth Ellis; the Indian Civil Rights Act (1968).</i></p>				P



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High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
USH8.3.5	Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city. <i>Examples may include but are not limited to: Los Angeles, Cleveland, Chicago, Atlanta, Newark.</i>				P
USH9	USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE				
USH9.1	Impact of Globalization on the United States				
USH9.1.1	Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.				P
USH9.1.2	Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including: <ul style="list-style-type: none"> the growth of the conservative movement in national politics, including the role of Ronald Reagan. the role of evangelical religion in national politics. the intensification of partisanship. the partisan conflict over the role of government in American life. the role of regional differences in national politics. 				P
USH9.2	Changes in America’s Role in the World				
USH9.2.1	United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges. <i>Examples may include but are not limited to: military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War.</i>				P
USH9.2.2	9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies. <i>Examples may include but are not limited to: the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO.</i>				P
USH9.3	Policy Debates				
USH9.3.1	Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.				P
	New Standards:	8	7	10	14
	Review Standards:	0	0	0	0



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High School	Civics (C)	Q1	Q2	Q3	Q4
C-1	CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE				
C 1.1	Philosophical Foundations of Civic Society and Government				
C 1.1.1	Describe, compare, and contrast political philosophers views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.	P			
C 1.1.2	Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority. Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.	P			
C 1.1.3	Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems. Examples may include but are not limited to: direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/ republic.	P			
C 1.1.4	Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.	P			
C-2	FOUNDING AND DEVELOPMENT OF THE GOVERNMENT OF THE UNITED STATES OF AMERICA				
C 2.1	Origins of the American Constitutional Government				
C 2.1.1	Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise. Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics, and select Federalist Papers (10th, 14th, and 51st).	P			
C 2.1.2	Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence. Examples of Democratic Values may include but are not limited to: justice, unalienable rights (life, liberty, pursuit of happiness), and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?	P			
C 2.1.3	Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and AntiFederalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.	P			
C 2.2	Democratic Values and U.S. Constitutional Principles				
C 2.2.1	Analyze relationships between Democratic Values and Constitutional Principles. Examples may include but are not limited to: ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.	P			
C 2.2.2	Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution. Examples may include but are not limited to: equality; drawing upon Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail"; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and Dred Scott v. Sandford, Plessy v. Ferguson, Loving v. Virginia, the Americans With Disabilities Act, and Obergefell v. Hodges.	P			
C 2.2.3	Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations. Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.	P			



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 3	STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA				
C 3.1	Structure, Functions, Powers and Limits of Federal Government				
C 3.1.1	Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution. <i>Examples may include but are not limited to: the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.</i>	P			
C 3.1.2	Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution. <i>Examples may include but are not limited to: the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.</i>	P			
C 3.1.3	Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in Marbury v. Madison. <i>Examples may include but are not limited to: the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.</i>	P			
C 3.1.4	Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government. <i>Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.</i>	P			
C 3.1.5	Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.	P			
C 3.1.6	Evaluate major sources of revenue and major expenditures of the federal government. <i>Examples may include but are not limited to: discretionary spending, federal income tax, and mandatory spending.</i>	P			
C 3.1.7	Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government. <i>Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and McCulloch v. Maryland.</i>	P			
C 3.2	Structure and Functions of State, Local and Tribal Governments				
C 3.2.1	Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states. <i>Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.</i> <i>Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.</i>	P			
C 3.2.2	Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.	P			
C 3.2.3	Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).	P			
C 3.2.4	Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.	P			
C 3.2.5	Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.	P			



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 3.2.6	Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.				
C 3.3	Additional Actors and Influences in American Civic Society				
C 3.3.1	Describe and analyze how groups and individuals influence public policy. <i>Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.</i>	P			
C 3.3.2	Describe the evolution of political parties and their contemporary influence on public policy.	P			
C 3.3.3	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.	P			
C 3.3.4	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	P			
C 3.3.5	Identify and discuss roles of non-governmental organizations in American civic society.	P			
C 3.3.6	Explain functions and possible influence of various news and other media sources in political communication. <i>Examples may include but are not limited to: television, print, press, Internet (including social media), radio.</i>	P			
C 3.3.7	Analyze the credibility and validity of various forms of political communication. <i>Examples of analysis may include but are not limited to: logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.</i>	P			
C 4	RIGHTS AND LIBERTIES IN THE UNITED STATES OF AMERICA				
C 4.1	Application of the Bill of Rights				
C 4.1.1	Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights. <i>Examples may include but are not limited to: Schenck v. United States, Brandenburg v. Ohio, Tinker v. Des Moines Independent Community School District, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Minersville School District v. Gobitis, West Virginia State Board of Education v. Barnette, Engel v. Vitale, Lemon v. Kurtzman, Wisconsin v. Yoder, NAACP v. Alabama.</i>		P		
C 4.1.2	Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights. <i>Examples may include but are not limited to: search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, right to witnesses, no cruel or unusual punishment. Court cases include, but are not limited to: Mapp v. Ohio, Katz v. United States, New Jersey v. T.L.O., Riley v. California, Gideon v. Wainwright, Miranda v. Arizona, Gregg v. Georgia.</i>		P		
C 4.2	Extensions of Civil Rights and Civil Liberties				
C 4.2.1	Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.		P		
C 4.2.2	Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution. <i>Examples may include but are not limited to: suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty-Sixth Amendments).</i>		P		



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 4.2.3	Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights. <i>Examples may include court cases and pieces of legislation that include but are not limited to: Civil Rights Act of 1964, Voting Right Act of 1965, Barron v. Baltimore, Slaughterhouse cases, Gitlow v. New York, Gideon v. Wainwright, Mapp v. Ohio, Meyer v. Nebraska, Griswold v. Connecticut, Roe v. Wade, Cantwell v. Connecticut, McDonald v. Chicago, Shelby County v. Holder, Obergefell v. Hodges, United States v. Wong Kim Ark.</i>		P		
C 4.3	Examining Tensions and Limits on Rights and Liberties				
C 4.3.1	Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict. <i>Examples of personal rights include but are not limited to: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law. Examples of political rights include but are not limited to: freedom of speech, press, assembly, and petition; the right to vote and run for public office. Examples of economic rights include but are not limited to: acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.</i>				
C 4.3.2	Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights. <i>Examples may include but are not limited to: clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity. Examples may include but are not limited to: Dred Scott, Plessy v. Ferguson, Korematsu v. United States.</i>				
C 5	THE UNITED STATES OF AMERICA AND WORLD AFFAIRS				
C 5.1	Formation and Implementation of U.S. Foreign Policy				
C 5.1.1	Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time. <i>Examples may include but are not limited to: Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.</i>		P		
C 5.1.2	Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals. <i>Examples of policies may include but are not limited to: immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules.</i>		P		
C 5.2	U.S. Role in International Institutions and Affairs				
C 5.2.1	Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people around the world. <i>Examples may include but are not limited to: foreign policy, popular culture, fashion, music, Democratic Values, Constitutional Principles, backlash.</i>		P		
C 5.2.2	Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals. <i>Examples may include but are not limited to: multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.</i>		P		
C 5.2.3	Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements. <i>Examples may include but are not limited to: the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non-Proliferation Treaty.</i>		P		



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 5.2.4	Identify and evaluate international non-governmental organizations. <i>Examples may include but are not limited to: International Red Cross, Amnesty International, Doctors Without Borders.</i>				
C 6	CITIZENSHIP AND CIVIC PARTICIPATION IN THE UNITED STATES OF AMERICA				
C 6.1	Citizenship in the United States of America				
C 6.1.1	Describe and evaluate the requirements and process for becoming a citizen of the United States.		P		
C 6.1.2	Explain how the United States has limited and expanded citizenship over time. <i>Examples may include but are not limited to: legislation, Constitutional Amendments.</i>		P		
C 6.1.3	Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land. <i>Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.</i>		P		
C 6.2	Rights and Responsibilities in Civic Society				
C 6.2.1	Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States. <i>Examples unique to citizens include but are not limited to*: voting in national, state, and local elections, serving as a juror, running for elected office.</i> <i>Examples for all persons living in the United States as lawful permanent residents include but are not limited to: serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.</i> <i>Examples for all persons living in the United States include but are not limited to:</i> <ul style="list-style-type: none"> • participating in public life. • participating in political life. • being informed about laws that govern society. • respecting and obeying just laws. • stay informed and attentive about public issues. • monitoring political leaders and governmental agencies. • assuming community leadership when appropriate. • paying taxes. • registering to vote and voting knowledgeably on candidates and issues. • performing public service. • assuming leadership when appropriate. <i>*incarceration is an exception in some states.</i>		P		
C 6.3	Dispositions for Civic Participation				
C 6.3.1	Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities. <i>Examples may include but are not limited to: concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.</i>				
C 6.3.2	Explain how informed members of society influence civic life. <i>Examples may include but are not limited to: obeying just law, disobeying unjust law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.</i>				
C 6.4	Civic Inquiry, Public Policy, Civic Action, and Public Discourse				
C 6.4.1	Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.				



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 6.4.2	Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law. <i>Examples may include but are not limited to: abolitionists, women's suffrage movement, Civil Rights movement, direct action, sit-down strikes, walk-outs.</i>				
C 6.4.3	Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue. <i>Considerations for research may include but are not limited to: primary and secondary sources, legal documents (Constitutions, court decisions, state law), nontext based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).</i> <i>Considerations for analyzing credible sources may include but are not limited to: logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.</i>				
C 6.4.4	Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or realworld opportunities for involvement. <i>Examples may include but are not limited to: trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.</i>				
	New Standards:	50	46	0	0
	Review Standards:	0	0	0	0

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High School	Economics (E)	Q1	Q2	Q3	Q4
E-1	THE MARKET ECONOMY				
E 1.1	Individual, Business, and Government Decision Making				
E 1.1.1	Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.			P	
E 1.1.2	Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.			P	
E 1.1.3	Marginal Analysis – weigh marginal benefits and marginal costs in decision making.				
E 1.2	Competitive Markets				
E 1.2.1	Institutions – describe the roles of various economic institutions and purposes they serve in a market economy. <i>Examples may include but are not limited to: banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations.</i>			P	
E 1.2.2	Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures. <i>Examples may include but are not limited to: number of producers, similarity of products, barriers to entry, control over prices.</i>			P	
E 1.3	Prices, Supply, and Demand				
E 1.3.1	Supply And Demand – use the laws of supply and demand to explain household and business behavior. <i>Examples may include but are not limited to: determinants of demand and determinants of supply.</i>			P	
E 1.3.2	Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.			P	
E 1.4	Role of Government in the Market				
E 1.4.1	Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors. <i>Examples may include but are not limited to: an increase in the minimum wage, a new tax policy, a change in interest rates, or price controls on the quantity of a good or service.</i>			P	
E 1.4.2	Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.			P	
E 1.4.3	Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.			P	
E 1.4.4	Market Failure – explain the role for government in addressing both negative and positive externalities. <i>Examples may include but are not limited to: pollution, vaccinations, education, medical research, government/private partnerships.</i>			P	
E 1.4.5	Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups. <i>Examples may include but are not limited to: subsidies, tariffs, import quotas.</i>			P	



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High School	Economics (E)	Q1	Q2	Q3	Q4
E 1.4.6	Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.				
E 2	THE NATIONAL ECONOMY OF THE UNITED STATES OF AMERICA				
E 2.1	Understanding National Markets				
E 2.1.1	Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.			P	
E 2.1.2	Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.			P	
E 2.2	Role of Government in the United States Economy				
E 2.2.1	Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).			P	
E 2.2.2	Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights. <i>Examples may include but are not limited to: parks and highways, national defense, social security, Medicaid, Medicare.</i>			P	
E 2.2.3	Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.			P	
E 2.2.4	Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.			P	
E 3	THE INTERNATIONAL ECONOMY				
E 3.1	Economic Systems				
E 3.1.1	Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.				P
E 3.1.2	International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.				P
E 3.1.3	Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems. <i>Examples may include but are not limited to: GDP, inflation, unemployment.</i>				P
E 3.1.4	Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.				P
E 3.2	Economic Interdependence – Trade				

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High School	Economics (E)	Q1	Q2	Q3	Q4
E 3.2.1	Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.				P
E 3.2.2	Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade. <i>Examples may include but are not limited to: tariffs, quotas, export subsidies, product standards, other barriers.</i>				P
E 3.2.3	Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.				P
E 3.2.4	The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.				P
E 4	PERSONAL FINANCE				
E 4.1	Decision Making				
E 4.1.1	Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income. <i>Examples may include but are not limited to: interest, dividends, capital appreciation, income support from the government, social security.</i>				P
E 4.1.2	Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.				P
E 4.1.3	Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.				P
E 4.1.4	Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.				P
E 4.1.5	Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.				P
E 4.1.6	Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.				P
	New Standards:				
	Review Standards:				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG-F	Foundations of High School World History and Geography				
WHG-F1	World Historical and Geographical Inquiry and Literacy Practices				
WHG-F1	<p>Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to:</p> <ul style="list-style-type: none"> • framing questions to guide inquiry. • determining historical significance. • applying concepts of change over time, continuity, and multiple causes and consequences. • contextualizing evidence and historical phenomena under study. • explaining and applying different periodization schemes. • using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional). • recognizing that perspectives are shaped by different experiences across time and space. • sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital). • analyzing maps and graphs to understand large-scale movement, trends, and patterns. • using spatial reasoning to evaluate the role of human-environment interactions in history. • comparing and contrasting physical, political, economic, and cultural characteristics across time and space. 	P			
WHG4	WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.				
WHG4.1	Global or Cross-Temporal Expectations				
WHG4.1.1	<p>Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p><i>Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; conflict and cooperation between Muslims, Christians, and Jews in medieval Spain; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia.</i></p>	P			
WHG4.1.2	<p>Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p> <p><i>Examples may include but are not limited to: trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America.</i></p>	P			
WHG4.2	Interregional or Comparative Expectations				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG4.2.1	Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia. <i>Examples may include but are not limited to: investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution.</i>	P			
WHG4.2.2	Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire's disintegration. <i>Examples may include but are not limited to: investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world.</i>	P			
WHG4.2.3	Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas. <i>Examples may include but are not limited to: case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.</i>	P			
WHG5	WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries				
WHG5.1	Global or Cross-Temporal Expectations				
WHG5.1.1	Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era. <i>Examples may include but are not limited to: investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas.</i>		P		
WHG5.1.2	Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems. <i>Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism's contribution to the Punjab area of South Asia; Buddhism's growth in East and Southeast Asia; Taoist and Confucian political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world.</i>		P		
WHG5.2	Interregional or Comparative Expectations				
WHG5.2.1	Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest. <i>Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.</i>		P		



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG5.2.2	The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.		P		
WHG5.2.3	Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes. Examples may include but are not limited to: case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate.				
WHG6	WHG Era 6 – An Age of Global Revolutions, 18th Century-1914				
WHG6.1	Global or Cross-Temporal Expectations				
WHG6.1.1	Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.			P	
WHG6.1.2	Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.			P	
WHG6.1.3	Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities. <i>Examples may include but are not limited to: investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.</i>			P	
WHG6.2	Interregional or Comparative Expectations				
WHG6.2.1	Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences. <i>Examples may include but are not limited to: case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky’s War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857.</i>			P	
WHG6.2.2	Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context. <i>Examples may include but are not limited to: case studies of Germany, Italy, Japan.</i>			P	
WHG6.2.3	Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts. Examples may include but are not limited to: case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children; the rise of organized labor movements; the extent and consequences of urbanization.			P	



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG6.2.4	Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions. <i>Examples may include but are not limited to: case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race.</i>			P	
WHG7	WHG Era 7 – Global Crisis and Achievement, 1900-1945				
WHG7.1	Global or Cross-Temporal Expectations				
WHG7.1.1	Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.			I	P
WHG7.1.2	Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.			I	P
WHG7.1.3	Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.			I	P
WHG7.1.4	Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.			I	P
WHG7.2	Interregional or Comparative Expectations				
WHG7.2.1	World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty. <i>Examples may include but are not limited to: investigating effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism, total war ideology and the Armenian Genocide; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe.</i>				P
WHG7.2.2	Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions. <i>Examples may include but are not limited to: case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India.</i>			I	P
WHG7.2.3	World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers. <i>Examples may include but are not limited to: investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler’s “Final Solution” policy and the Holocaust, major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; immediate consequences of the war’s end, including the devastation, effects on population, dawn of the atomic age, and the occupation of Germany and Japan.</i>				P



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG7.2.4	Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era. <i>Examples may include but are not limited to: investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of the Cold War as a 20th century event, including transitions from bipolar to multipolar center(s) of power.</i>			I	P
WHG7.2.5	Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions. <i>Examples may include but are not limited to: case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi'a conflicts.</i>				
WHG7.2.6	Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide. <i>Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.</i>				
WHCG	Contemporary Global Issues				
WHCG.1	Population				
WHCG.1	Explain the causes and consequences of contemporary population changes by analyzing the: <ul style="list-style-type: none"> • population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology). • distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density). • relationship of the population changes to global interactions, and their impact on different regions of the world. 			I	P
WHCG.2	Resources				
WHCG.2	Explain changes in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating: <ul style="list-style-type: none"> • changes in spatial distribution and use of natural resources. • the differences in ways societies have been using and distributing natural resources. • social, political, economic, and environmental consequences of the development, distribution, and use of natural resources. • major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations. • the impact of humans on the global environment. 			I	P
WHCG.3	Patterns of Global Interactions				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHCG.3	<p>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:</p> <ul style="list-style-type: none"> • economic interdependence of the world's countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking. • the exchanges of scientific, technological, and medical innovations. • cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas. • the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition. • distribution of wealth and resources and efforts to narrow the inequitable distribution of resources. 				
WHCG.4	Conflict, Cooperation, and Security				
WHCG.4	<p>Analyze the causes and challenges of continuing and new conflicts by describing:</p> <ul style="list-style-type: none"> • tensions resulting from ethnic, territorial, religious, and/or nationalist differences. • causes of and responses to ethnic cleansing/genocide/mass killing. • local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights. • the types of warfare used in these conflicts, including terrorism, private militias, and new technologies. 				
	New Standards:	15	11	12	21
	Review Standards:	0	0	0	0

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USH6.1.2	Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers; southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (National Geography Standard 6, p. 195).		
USH6.1.3	Urbanization – Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers (National Geography Standard 12, p. 208); the growth of cities linked by industry and trade (National Geography Standard 11, p. 206); the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203); resulting tensions among and within groups (National Geography Standard 13, p. 210); different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208).		
USH6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p. 208)		
USH6.1.5	A Case Study of American industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining the impact of resource availability (National Geography Standard 16, p. 216); entrepreneurial decision making by Henry Ford and others; domestic and international migrations (National Geography Standard 9, p. 201); the development of an industrial work force; the impact on Michigan; the impact on American society.		

QUARTER 2

Unit 3: Becoming A World Power (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-Causes on WWI -U.S. role pre- and post-WWI - domestic impact of WWI	USH6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p. 184 and 188)	imperial, WWI, neutrality, Woodrow Wilson, League of Nations, Treaty of Versailles
	USH6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war; and America’s role in shaping the course of the war.	
	USH6.2.3	Domestic Impact of WWI - Analyze the domestic impact of WWI on the growth of the government (e. g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.	

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		Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)		
	USH6.2.4			

Unit 4: Progressivism and Reform(days)

Unit Focus	Standards	Resources	Unit Vocabulary
-analyze causes and consequences of the progressive movement	USH6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).	<i>Michigan Open Textbook, The American Vision (Glencoe)</i> progressivism, monopoly, temperance, Upton Sinclair, Eugene Debs, immigration, suffrage, Susan B. Anthony, Elizabeth Cady Stanton, amendment, corruption, child labor
	USH6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments; new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts); the Supreme Court’s role in supporting or slowing reform; role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212); efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standard 9 and 10; p. 201 and 203).	
	USH6.3.3	Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.	

QUARTER 3

Unit 5: Growing Crisis of Industrial Capitalism and Responses (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-evaluate causes and consequences of the Great Depression -impact of the New Deal on American life	USH7.1.1	The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including: cultural movements, such as the Harlem Renaissance and the “lost generation” and the struggle between “traditional” and “modern” America (e.g., Scopes, Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203).	<i>Michigan Open Textbook, The American Vision (Glencoe)</i> Great Depression, Hooverilles, Herbert Hoover, Franklin Roosevelt, New Deal, prohibition

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	USH7.1.2	Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214); Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation).		
	USH7.1.3	The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including: expanding federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212); opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)		

Unit 6: WWII (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-causes that led to U.S. involvement in WWII -U.S. role in WWII -domestic changes occurring during WWII -analyze responses to genocide post-WWII	USH7.2.1	Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including: the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210); the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan; United States neutrality; The bombing of Pearl Harbor (National Geography Standard 13, p. 210).	Nazi, neutrality, genocide, Adolf Hitler, internment, kamikaze <i>Michigan Open Textbook, The American Vision (Glencoe)</i>
	USH7.2.2	U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three alliance and the development of atomic weapons).	
	USH7.2.3	Impact of WWII on American Life – analyze the changes in American life brought about by U.S. participation in World War II including: Mobilization of economic, military, and social resources; Role of women and minorities in the war effort; Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes); Internment of Japanese-Americans (National Geography Standard 10, p. 203).	
	USH7.2.4	Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)	

Unit 7: Cold War and the U.S. (days)

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Unit Focus	Standards	Resources	Unit Vocabulary
-factors that led to the Cold War - impact of the Cold War on domestic and foreign policy -events and decisions that led to the end of the Cold War	USH8.1.1 Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.; diplomatic decisions made at the Yalta and Potsdam Conferences (1945); actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p 210).	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	Cold War, U.S.S.R., NATO, Warsaw Pact, communism, Red Scare, nuclear weapons, proxy,
	USH8.1.2 Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including: the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210); the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210); direct conflicts within specific world regions including Germany and Cuba (National Geography Standard 5 and 13; p. 194 and 210); U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210); Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standard 5 and 13; p. 194 and 210); The arms race (National Geography Standard 13, p. 210).		
	USH8.1.3 End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.		

QUARTER 4

Unit 8: Domestic Changes and Policies (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-Analyze the impact of domestic policy and population changes post-WWII -Analyze the impact of controversial decisions made in various branches of the government post-WWII	USH8.2.1 Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	Baby Boom, McCarthyism, Roe v. Wade, Vietnam War, Watergate
	USH8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by: describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; p. 201 and 212); evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights -1944, Taft-Hartley Act – 1947, Twenty-Second Amendment to the U.S. Constitution – 1951, Federal Highways Act – 1956, National Defense Act – 1957, E.P.A. – 1970 (National Geography Standards 12 and 14; p. 108 and 212).		

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	USH8.2.3	Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’ Great Society programs, and Reagan’s market-based domestic policies. (National Geography Standard 14, p. 212)		
	USH8.2.4	Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood) the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p 216)		

Unit 9: Civil Rights in Post-WWII Era (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-understand the reasons for the Civil Rights movement and its effect on various parts of American life - understand the effects of major events from the Civil Rights movement -What influences did the Civil Rights movement have on other movements and vice versa	USH8.3.1	Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., Brown v. Board – 1954, Civil Rights Act – 1957, Little Rock schools desegregation, Civil Rights Act – 1964, Voting Rights Act – 1965; protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott – 1955-1956, March on Washington – 1963, freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Right (National Geography Standards 6 and 10, p. 195 and 203).	Civil Rights Movement, minority, NAACP, Montgomery Bus Boycott, Brown v. Board, Black Panthers, Equal Rights Amendment, Martin Luther King Jr.
	USH8.3.2	Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.	
	USH8.3.3	Women’s Rights – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)	
	USH8.3.4	Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)	
	USH8.3.5	Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (National Geography Standard 12, p. 208)	

Michigan Open Textbook, The American Vision (Glencoe)

Unit 10: America in the New Global Age (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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-role of the U.S. in the world after the Cold War -how 9/11 altered American domestic and foreign policy	USH9.1.1	Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	Cold War, 9/11, partisan, Ronald Reagan, terrorism, antecedent, precedent, core democratic values
-justify a position on an is	USH9.1.2	Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including: growth of the conservative movement in national politics, including the role of Ronald Reagan; role of evangelical religion in national politics (National Geography Standards 3 and 6; p. 188 and 195); intensification of partisanship; partisan conflict over the role of government in American life; role of regional differences in national politics (National Geography Standard 6, p. 195).		
	USH9.2.1	U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p. 210)		
	USH9.2.2	9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)		
	USH9.3.1	Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)		

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QUARTER 1

Unit 1: Conceptual Foundations of Civic and Political Life (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-Role of citizens -purpose of government -comparing different types of government structures	C 1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.	citizen, sovereignty, anarchy, monarchy, democracy, communist, socialist, parliament
	C 1.1.2	Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”	
	C 1.1.3	Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)	
	C 1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)	
	C 1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	
	C 1.2.2	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)	
	C 1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)	
C 1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)		

Unit 2: Origins and Foundations of Government in the U.S. (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-origins of the American constitutional government - changes in American government	C 2.1.1	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke’s Second Treatise, Montesquieu’s Spirit of Laws, Paine’s Common Sense.	ratification, Constitution, equality, justice, liberty, popular sovereignty, common good
	C 2.1.2	Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.	

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C 2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.		
C 2.1.4	Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.		
C 2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).		
C 2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)		
C 2.2.3	Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)		
C 2.2.4	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)		
C 2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)		

Unit 3: Structure and Function of Government in the United States of America (National) (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-purpose, organization, and function of the branches of government -checks and balances of the three branches of government	C 3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	legislative branch, executive branch, judicial branch, separation of powers, amendment, individual rights,
	C 3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	
	C 3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	
	C 3.1.4	Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)	

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C 3.1.5	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).		
C 3.1.6	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens		
C 3.1.7	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers		
C 3.2.1	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.		
C 3.2.2	Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).		
C 3.2.3	Identify specific provisions in the Constitution that limit the power of the federal government.		
C 3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)		
C 3.2.5	Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)		
C 3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)		
C 3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)		
C 3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).		
C 3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).		
C 3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.		

Unit 4: State Government and Other Political Actors (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-Function of state and local government - role of political parties/politics -the public's influence on governmental actions	C 3.3.1		state government, local go
	C 3.3.2		

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C 3.3.3	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment		
C 3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.		
C 3.3.5	Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).		
C 3.3.6	Evaluate the major sources of revenue for state and local governments.		
C 3.3.7	Explain the role of state constitutions in state governments.		
C 3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.		
C 3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)		
C 3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).		
C 3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.		
C 3.5.5	Evaluate the actual influence of public opinion on public policy.		
C 3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.		
C 3.5.7	Explain the role of television, radio, the press, and the internet in political communication.		
C 3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.		
C 3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.		

QUARTER 2

Unit 5: U.S. Role in World Affairs (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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-U.S. impact on global affairs -impact of past foreign policy decisions on world affairs - different methods through which world affairs are impacted	C 4.1.1	Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).	foreign policy, diplomacy, treaties, immigration, humanitarian aid, European Union, United Nations, NATO, NAFTA
	C 4.1.2	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	
	C 4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).	
	C 4.1.4	Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)	
	C 4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)	
	C 4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)	
	C 4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)	
	C 4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).	
	C 4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).	
	C 4.2.6	Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).	

Unit 6: Citizenship in the U.S. (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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-role of the citizen in the U.S.
- evolution of the rights and responsibilities of citizens

C 5.1.1	Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
C 5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.
C 5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
C 5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
C 5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).
C 5.3.1	Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
C 5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
C 5.3.3	Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
C 5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
C 5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.
C 5.3.6	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
C 5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
C 5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
C 5.3.9	Use examples to explain why rights are not unlimited and absolute.
C 5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
C 5.4.2	Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?
C 5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.

citizenship, naturalized citizen, immigrant, civic duty

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	C 5.5.1	Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others)		
	C 5.5.2	Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).		
	C 5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy		

Unit 7: Citizenship in Action(days)

Unit Focus	Standards	Resources	Unit Vocabulary
-ways in which citizens can fulfill their civic duty -study of specific events involving citizen actions	C 6.1.1	Identify and research various viewpoints on significant public policy issues.	civil disobedience, service learning, primary source, secondary source
	C 6.1.2	Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).	
	C 6.1.3	Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.	
	C 6.1.4	Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.	
	C 6.1.5	Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.	
	C 6.2.1	Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).	
	C 6.2.2	Distinguish between and evaluate the importance of political participation and social participation.	

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C 6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.			
C 6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.			
C 6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.			
C 6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.			
C 6.2.7	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.			
C 6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.			
C 6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry			
C 6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.			
C 6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.			
				American Civics (Holt), Michigan Open Textbook

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Unit 1: Individual, Business, and Government Choices (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
-roles of individuals, business and government in the economy - the affect of entrepreneurship on the economy	E 1.1	Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?	Junior Achievement Student Study Guide and Companion Text, <i>Economics</i> (Glencoe), Odysseyware	scarcity, choice, opportunity cost, decision, wants, needs, entrepreneurship, comparative advantage,
	E 1.1.1	Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.		
	E 1.1.2	Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.		

Unit 2: Competitive Markets (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
-the effects of supply and demand on each other -how businesses operate in competitive markets - how choices are influenced by incentives and markets	E 1.2	Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.	Junior Achievement Student Study Guide and Companion Text, <i>Economics</i> (Glencoe), Odysseyware	supply, demand, incentives, elasticity, investments, market, competitive market, consumer, investment
	E 1.2.1	Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households		
	E 1.2.2	Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.		
	E 1.2.3	Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.		
	E 1.3	Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.		
	E 1.3.1	Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.		
	E 1.3.2	Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.		
	E 1.3.3	Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.		

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Unit 3: Role of Government in the Market (days)			
Unit Focus	Standards	Resources	Unit Vocabulary
- the function of government in a market economy (i.e. consumer protection, policy, incentivising behavior) - how does the government raise revenue	E 1.4	Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware tax, interest rates, public policy, revenue,
	E 1.4.1	Public Policy and the Market – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.	
	E 1.4.2	Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.	
	E 1.4.3	Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways).	
	E 1.4.4	Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.	
	E 1.4.5	Economic Incentives and Government – Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.	
Unit 4: Understanding National Markets (days)			
Unit Focus	Standards	Resources	Unit Vocabulary
-factors that affect the national market	E 2.1	Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware money supply, inflation, recession, Federal Reserve, income, unemployment, gross domestic product, expenditures, global economy
	E 2.1.1	Income – Describe how individuals and businesses earn income by selling productive resources.	
	E 2.1.2	Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and nongovernment agencies in the economy of the United States.	

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E 2.1.3	Financial Institutions and Money Supply – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.		
E 2.1.4	Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.		
E 2.1.5	Gross Domestic Product (GDP) and Economic Growth – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth.		
E 2.1.6	Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.		
E 2.1.7	Economic Indicators – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.		
E 2.1.8	Relationship Between Expenditures and Revenue (Circular Flow) – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation’s output of final goods and services.		
E 2.1.9	American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy. (National Geography Standard 11, p. 206)		

Unit 5: Role of Government in the United States Economy (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
-role of government in the U.S. economy	E 2.2	Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	taxation, regulation, macroeconomic, public services
	E 2.2.1	Federal Government and Macroeconomic Goals – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).		
	E 2.2.2	Macroeconomic Policy Alternatives – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.		
	E 2.2.3	Fiscal Policy and its Consequences – Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.		

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	E 2.2.4	Federal Reserve and Monetary Policy – Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.		
	E 2.2.5	Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).		

QUARTER 2

Unit 6: Economic Systems (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-differences between various economic systems	E 3.1	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	free market, command economy, mixed systems, socialism,
-influence of international organizations on the world economy	E 3.1.1		World Trade Organization, World Bank, International Monetary Fund, foreign policy, standard of living
	E 3.1.2		
	E 3.1.3		
	E 3.1.4		
	E 3.1.5		
	E 3.1.6		

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Unit 7: Economic Interdependence - Trade (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-the effect of trade on the global economy	E 3.2	Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware
	E 3.2.1	Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. (National Geography Standard 11, p. 206)	
	E 3.2.2	Domestic Activity and World Trade – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. (National Geography Standard 11, p. 206)	
	E 3.2.3	Exchange Rates and the World Trade – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets. (National Geography Standard 11, p. 206)	
	E 3.2.4	Monetary Policy and International Trade – Analyze how the decisions made by a country’s central bank (or the Federal Reserve) impact a nation’s international trade. (National Geography Standard 13, p. 210)	
	E 3.2.5	The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry. (National Geography Standard 13, p. 210)	

Unit 8: Decision Making (days)

Unit Focus	Standards	Resources	Unit Vocabulary
-elements of personal finance - importance of the decision-making process in personal financial dealings	E 4.1	Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware
	C 4.1.1	Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.	
	C 4.1.2	Marginal Benefit and Cost – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.	
	C 4.1.3	Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.	
	C 4.1.4	Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.	

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	C 4.1.5	Personal Decisions – Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.		
	C 4.1.6	Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).		

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QUARTER 1

Unit 1: (days)World History and Geography (WHG) HSCEs

Unit Focus	Standards	Resources	Unit Vocabulary
World Historical and Geographical “Habits of Mind” and Central Concepts	WHG-F1.1		nomad, interregional, spatial, Confucianism, Buddhism;
Systems of Human Organizations	WHG-F2.1		
Growth and Development of World Religions	WHG-F3.1		
Regional Interactions	WHG-F4.1		
		World History Patterns of Interaction text. Introduction; Unit 1, Chapt. 1: The Peopling of the World; Chapter 2: Early river Valley Civilizations; Chapter 3: People and Ideas on the Move; Ch. 4: First Age of Empires.	

Unit 2: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Crisis in the Classical World, World Religions, Trade Networks and Contacts	WHG4.1		Crusades; Hinduism
World Religion	WHG4.1.2		
Trade Networks	WHG4.1.3		
		Unit 2: Chapter 5: Classical Greece; Chapter 6: Ancient Rome and Early Christianity; Chapter 7: India and China Establish Empires; Chapter 8: African Civilizations	

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Unit 3: (days)			
Unit Focus	Standards	Resources	Unit Vocabulary
Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague	WHG4.2.1	MIOpen Textbook; Ch. 1; World History text: Chapter10 The Muslim World; Chapter 11: Byzantines, Russians, and Turks Interac; Chapter 12: Empires in East Asia; Chapter 13: European Middle Ages; Chapter 14: The Formation of Western Europe; Chapter 15: Societies and Empires in Africa	pandemic
Unification of Eurasia under the Mongols	WHG4.2.2		
The Plague	WHG4.2.3		
Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500	WHG4.3		
	WHG4.3.2		
	WHG4.3.3		
QUARTER 2			
Unit 4: (days)WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries			
Unit Focus	Standards	Resources	Unit Vocabulary

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Emerging Global System and World Religions	WHG5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)	World History Text: Unit 4; 900-1500. Chapter 16: People and Empires in the Americas; Chapter 17: European Renaissance and Reformation; Chapter 18: The Muslim World Expands; Chapter 19: An Age of Exploration and	push/pull factors; indentured servitude;
European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems	WHG5.2.1	European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).		
Trans-African and Trans Atlantic Slave Systems	WHG5.2.2	Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).		
Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century	WHG5.3.2	East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).		
South Asia/India through the 18th century	WHG5.3.3	South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)		

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An Age of Exploration and Isolation; Chapter 20: The Atlantic World

Unit 5: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Russia through the 18th century; Europe through the 18th century; Latin America through the 18th century	WHG5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).	bureaucratic; nationalist; reformation; Enlightenment
	WHG5.3.5	Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).	
	WHG5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).	
		World History text: Unit 5, 1500-1800. Chapter 21: Absolute Monarchs in Europe; Chapter 22: Enlightenment and revolution; Chapter 23: The French Revolution and Napoleon; Chapter 24: Nationalist Revolutions Sweep the West	

QUARTER 3

Unit 6: (days) WHG Era 6 – An Age of Global Revolutions, 18th Century-1914

Unit Focus	Standards	Resources	Unit Vocabulary
	<p>WHG6.1 Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe’s Increasing Global Power</p> <p>WHG6.1.1 Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2) (National Geography Standard 13, 1. 210)</p>		<p>constitutionalism; socialism; republicanism; capitalism; secularization</p>

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and Nationalism;
Chapter 31: Years of
Crisis; Chapter 32:
World War II

Unit 8: (days) Europe, East Asia, and Africa

Unit Focus	Standards	Resources	Unit Vocabulary
	WHG6.3.1 Europe – Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206); explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).	Chapter 30: Revolution ar	
	WHG6.3.2 East Asia – Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions		
	WHG6.3.3 Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)		

QUARTER 4

Unit 9: (days) WHG Era 7 – Global Crisis and Achievement, 1900-1945

Unit Focus	Standards	Resources	Unit Vocabulary
Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War	WHG7.1.1 Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)	Chapter 31: Years of Crisis; Chapter 32: World War II	

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	WHG7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)	Chapter 31: Years of Crisis	mass extermination; fascism; communism
	WHG7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)		
	WHG7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)		
	WHG7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)		
World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements	WHG7.2.2	Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)		
	WHG7.2.3	World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203); analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war’s end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p. 154); describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154).		
Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East	WHG7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.		
	WHG7.3.3	Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)		

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Unit 10: (days) WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945				
Unit Focus	Standards		Resources	Unit Vocabulary
Origins of Cold War, Cold War Conflicts, End of Cold War, Mapping the 20th Century	WHG8.1.1	Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)	Chapter 31: Years of Crisis	
	WHG8.1.2	Cold War Conflicts – Describe the major arenas of conflict, including the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources.		
	WHG8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)		
	WHG8.1.4	Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).		
The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East	WHG8.2.1	The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)		
	WHG8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)		
		Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)		

Schedule 7d: Curriculum

Electives

- Accounting
- Creative Writing
 - Health
- Personal Finance
- Physical Education
 - STEM



Accounting I - 10-12, Semester I Curriculum Map

September -- October	November	December – January
<ul style="list-style-type: none"> ● <i>Starting a Proprietorship: Changes that Affect the Accounting Equation (2 weeks)</i> ● <i>Analyzing Transactions into Debit and Credit Parts (2 weeks)</i> ● <i>Journalizing Transactions (2 weeks)</i> ● <i>Posting to a General Ledger (3 weeks)</i> 	<ul style="list-style-type: none"> ● <i>Cash Control Systems (2 weeks)</i> ● <i>Work Sheet and Adjusting Entries for a Service Business (2 weeks)</i> ● 	<ul style="list-style-type: none"> ● <i>Financial Statements for a Proprietorship (2 weeks)</i> ● <i>Recording Closing Entries and Preparing a Post-Closing Trial Balance for a Service Business (3 Weeks)</i> ● <i>MidTerm Exam Review (1 week)</i>
Accounting: Big Ideas		
<ul style="list-style-type: none"> ✓ Accounting Equation ✓ Debit/Credit ✓ Journaling ✓ General Ledger 	<ul style="list-style-type: none"> ✓ Cash Control ✓ Service Business 	<ul style="list-style-type: none"> ✓ Proprietorship ✓ Trial Balance for Service Business
Learner Outcomes		
<ul style="list-style-type: none"> ➤ Describe the different users of accounting information. ➤ Prepare a net worth statement and explain its purpose. ➤ Classify accounts as assets, liabilities, or owner's equity and demonstrate their relationship in the accounting equation. ➤ Analyze the effects of transactions on the accounting equation. ➤ Distinguish between cash and on account transactions. ➤ Compare and contrast the types of transactions that increase and decrease owner's equity. ➤ Explain the difference between expenses and 	<ul style="list-style-type: none"> ➤ Record a deposit on a check stub. ➤ Endorse checks using blank, special, and restrictive endorsements. ➤ Prepare a check stub and a check. ➤ Complete a bank statement reconciliation. ➤ Record and journalize a bank service charge. ➤ Complete recordkeeping for a dishonored check. ➤ Journalize an electronic funds transfer. 8. Journalize a debit card transaction. ➤ Establish a petty cash fund. ➤ Prepare a petty cash report. ➤ Replenish a petty cash fund. ➤ Prepare the heading of a worksheet. 	<ul style="list-style-type: none"> ➤ Prepare an income statement for a service business. ➤ Calculate and analyze financial ratios using income statement amounts. ➤ Prepare a balance sheet for a service business organized as a proprietorship. ➤ Journalize and post-closing entries for a service business organized as a proprietorship. ➤ Prepare a post-closing trial balance. <p style="margin-top: 10px;">Standards: A.III, A.IV, A.V</p>

<p>liabilities</p> <ul style="list-style-type: none"> ➤ Show the relationship between the accounting equation and a T-account. ➤ Identify the debit and credit side, the increase and decrease side, and the balance side of various accounts. ➤ Restate and apply the two rules that are associated with the increase side of an account. ➤ Restate and apply the four questions necessary to analyze transactions for starting a business into debits and credit parts. ➤ Analyze transactions for operating a business into debit and credit parts. ➤ Define what a journal is and explain why it is used to record transactions. ➤ Compare and contrast different types of source documents. ➤ Identify the four parts of a journal entry. ➤ Analyze and record cash transaction using source documents. ➤ Analyze and record transactions for buying and paying on account. ➤ Analyze and record transactions that affect owner's equity. ➤ Analyze and record sales and receipt of cash on account. ➤ Prove and rule a journal. ➤ Demonstrate how to prove cash. ➤ Identify and correct errors using standard accounting practices. ➤ Construct a chart of accounts for a service business organized as a partnership. ➤ Demonstrate correct principles of numbering accounts. ➤ Apply file maintenance principles to update a chart of accounts. ➤ Complete the steps necessary to open general ledger accounts. ➤ Post amounts from the General Debit and General Credit columns of a journal. ➤ Post column totals from a journal to ledger accounts. ➤ Analyze incorrect journal entries and prepare correcting entries. ➤ Demonstrate how to correct errors made during the posting process. <p>Standards: A.II, A.IV, A.V</p>	<ul style="list-style-type: none"> ➤ Prepare the trial balance section of a work sheet. ➤ Analyze and explain the adjustments for supplies and prepaid insurance. ➤ Complete the Adjustments columns of a work sheet. ➤ Prepare the Balance Sheet and Income Statement columns of a work sheet. ➤ Total and rule the work sheet. ➤ Apply the steps for finding errors on a worksheet. ➤ Journalize and post the adjusting entries for supplies and prepaid insurance. <p>Standards: A.II, A.III, A.IV, A.V</p>	
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Required Vocabulary

- accounting liability
- account title
- accounting system
- owner's equity
- account balance
- accounting records
- accounting equation
- capital financial statements
- ethics revenue
- service business
- business ethics
- sale on account
- proprietorship
- transaction
- expense
- asset
- account
- withdrawals
- equities
- Taccount
- debit
- credit
- normal balance
- chart of accounts
- journal
- double-entry
- accounting receipt
- journalizing
- source document
- memorandum
- special amount
- column
- check
- proving cash
- general amount column
- invoice
- entry
- sales invoice
- ledger
- file maintenance
- posting
- general ledger
- opening an account
- correcting entry
- account number

- code of conduct
- restrictive endorsement
- debit card
- checking account
- postdated check
- petty cash
- endorsement
- bank statement
- petty cash slip
- blank endorsement
- dishonored check
- special endorsement
- electronic funds transfer
- fiscal period
- worksheet
- trial balance
- adjustments
- balance sheet
- income statement
- net income
- net loss

- stakeholders
- component percentage
- adjusting entries
- temporary accounts
- post-closing trial balance
- permanent account
- closing entries
- accounting cycle

SUGGESTED Resources

- Text
- Quizlet
- Online Resources

- Text
- Quizlet
- Online Resources

- Text
- Quizlet
- Online Resources



Accounting I - 10-12, Semester II Curriculum Map

February - March	April - May	June
<ul style="list-style-type: none"> ● <i>Accounting for Purchases and Cash Payments(2 weeks)</i> ● <i>Accounting for Sales and Cash Receipts (2 weeks)</i> ● <i>Accounting for Transactions Using a General Journal (2 weeks)</i> ● <i>Preparing Payroll Records (2weeks)</i> 	<ul style="list-style-type: none"> ● <i>Accounting for Payroll and Taxes (2 weeks)</i> ● <i>Accounting for Uncollectible Accounts Receivables (2 weeks)</i> ● <i>Preparing Adjusting Entries and a Trial Balance (2 weeks)</i> ● <i>Financial Statements and Closing Entries for a Corporation (2 weeks)</i> 	<ul style="list-style-type: none"> ● <i>Financial Statement Analysis (1 week)</i> ● <i>Final Exam Review (1 week)</i>
Accounting: Big Ideas		
<ul style="list-style-type: none"> ✓ Purchase and Cash ✓ Sales and Cash ✓ Journaling ✓ Payroll 	<ul style="list-style-type: none"> ✓ Payroll and Taxes ✓ Uncollectible accounts ✓ Trial Balance ✓ Financial Statements 	<ul style="list-style-type: none"> ✓ Final Statement
Learner Outcomes		
<ul style="list-style-type: none"> ➤ Distinguish among service, retail merchandising, and wholesale merchandising businesses. ➤ Identify differences between a sole proprietorship and a corporation. ➤ Explain the relationship between a subsidiary ledger and a controlling account. ➤ Describe accounting procedures used in ordering merchandise. ➤ Discuss the purpose of a special journal. ➤ Journalize purchases of merchandise on account using a purchases journal. ➤ Post merchandise purchases to an accounts payable ledger and a general ledger. ➤ Record cash payment using a cash payments journal. 	<ul style="list-style-type: none"> ➤ Analyze a payroll transaction. ➤ Journalize a payroll including employee payroll taxes. Calculate and record employer payroll taxes. ➤ Prepare selected payroll tax reports. ➤ Pay and record withholding and payroll taxes. ➤ Explain the purpose of the allowance method for recording losses from uncollectible accounts. ➤ Estimate uncollectible accounts expense using an aging of accounts receivable. ➤ Record the adjusting entry for the allowance for uncollectible accounts. ➤ Write off an uncollectible account receivable. ➤ Account for the collection of an account receivable that was written off. 	<ul style="list-style-type: none"> ➤ Analyze an income statement using vertical analysis. ➤ Perform vertical analysis of a balance sheet. ➤ Analyze a balance sheet using vertical analysis. ➤ Perform horizontal analysis on an income statement. ➤ Perform horizontal analysis on a balance sheet. 6. Calculate earnings per share. ➤ Calculate and interpret market ratios. ➤ Calculate and interpret liquidity ratios. <p>Standards: A.II, A.III, A.IV, A.V</p>

<ul style="list-style-type: none"> ➤ Record replenishment of a petty cash fund. ➤ Post cash payments to an accounts payable ledger and a general ledger ➤ Explain the relationship between the accounts receivable ledger and its controlling account. ➤ Record sales on account using a sales journal. ➤ Post sales on account to an accounts receivable ledger and a general ledger. ➤ Record cash and credit card sales using a sales receipts journal. ➤ Journalize cash receipts on account using a cash receipts journal. ➤ Post cash receipts to an accounts receivable ledger and a general ledger ➤ Prepare a schedule of accounts receivable. ➤ Explain the purpose of a general journal. ➤ Account for purchases returns and allowances. ➤ Post a general journal to the accounts payable ledger and general ledger. ➤ Account for sales returns and allowances. ➤ Post a general journal to the accounts receivable ledger and general ledger. ➤ Record a correcting entry to the accounts receivable ledger. Explain the relationship between retained earnings and dividends. ➤ Account for the declaration and payment of dividends. ➤ Explain how employees are paid. ➤ Calculate hourly employee earnings. ➤ Demonstrate the process for determining federal income tax withholdings. ➤ Demonstrate the process for calculating social security and Medicare taxes. ➤ Explain the benefit of funding medical and retirement plans with pretax contributions. ➤ Prepare employee earnings records. ➤ Justify the use of a payroll checking account. ➤ Prepare employee payroll checks. <p>Standards: A.II, A.III, A.IV, A.V</p>	<ul style="list-style-type: none"> ➤ Recorded the acceptance of a note receivable. ➤ Account for the collection of a note receivable. ➤ Account for a dishonored note receivable ➤ Prepare an unadjusted trial balance. ➤ Adjust supplies and prepaid insurance. ➤ Adjust merchandise inventory. ➤ Adjust interest receivable. ➤ Calculate depreciation expense using the straight-line method. ➤ Adjust accumulated depreciation. ➤ Post adjusting entries. ➤ Adjust federal income tax payable. prepare an adjusted trial balance. ➤ Prepare an income statement for a merchandising business organized as a corporation. ➤ Prepare a statement of stockholders' equity. ➤ Prepare a balance sheet for a business organized as a corporation. ➤ Prepare closing entries. ➤ Prepare a post-closing trial balance. <p>Standards: A.II, A.III, A.IV, A.V</p>	
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Required Vocabulary

<ul style="list-style-type: none"> ● merchandise ● cost of merchandise ● purchase discount ● merchandise business ● markup ● general amount column ● retail merchandising business 	<ul style="list-style-type: none"> ● federal unemployment tax ● state unemployment tax ● lookback period ● Employee Earnings Record ● Medicare Tax ● Net Pay ● Pay period payroll 	<ul style="list-style-type: none"> ● current ratio ● acceptable current ratio ● current assets ● quick ratio ● networking capital ● liquidity
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- vendor
- list price
- wholesale
- merchandising business
- purchase on account
- trade discount
- corporation
- purchases journal
- contra account
- share of stock
- special amount column
- cash short
- capital stock
- purchase invoice
- cash over
- stockholder
- term of sale
- purchases return
- special journal
- cash payments journal
- purchases allowance
- cash discount
- debit memorandum
- Customer
- Sales Tax
- Sales Journal
- Cash Sale
- Credit Card Sale
- Point-of-sale (POS)
- Terminal Summary
- Batch Report
- Batching Out
- Cash Receipts
- Journal Sales
- Discount Sales
- Return Sales
- Allowance
- Credit Memorandum
- Subsidiary ledger
- Accounts payable ledger
- Accounts receivable ledger
- Controlling account
- Schedule of accounts payable
- Schedule of accounts receivable
- Employee Earnings Record
- Medicare Tax
- Net Pay
- Pay period payroll
- Payroll Register
- Payroll Taxes
- Salary

- Payroll Register
- Payroll Taxes
- Salary
- Social Security Tax
- Tax Base
- Total earnings
- Withholding allowance
- Salary expense
- Federal Unemployment
- State unemployment tax
- Deposit
- Promissory Note
- Creditor
- Note Payable
- Principal
- Term (time)
- Issue Date
- Payee
- Interest Rate
- Maturity Date/Value
- Maker
- Current Liabilities
- Long-Term Liabilities
- Interest - Bearing Note

- solvency
- debt to equity ratio
- times interest earned ratio
- net profit
- gross profit ratio
- earnings per share
- return on assets
- asset turnover

<ul style="list-style-type: none"> • Social Security Tax • Tax Base • Total earnings • Withholding allowance 		
Resources		
<ul style="list-style-type: none"> • Text • Quizlet • Online Resources 	<ul style="list-style-type: none"> • Text • Quizlet • Online Resources 	<ul style="list-style-type: none"> • Text • Quizlet • Online Resources

Curriculum Map 2019-2020



QUARTER 1

Unit 1: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
What is poetry?	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	http://www.flocabulary.com figurative language; rhyme scheme; simile; metaphor; sound devices
	L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
	L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Unit 2: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Types of poetry	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	http://www.flocabulary.com limerick; sonnet; free verse; haiku; ballad
	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	

Unit 3: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Create a poetry handbook	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	http://www.flocabulary.com figurative language; rhyme scheme; simile; metaphor; sound devices; limerick; sonnet; ballad; haiku; free verse; alliteration
	W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	

QUARTER 2

Unit 4: (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
What is a short story?	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	connotation; denotation; summarize; resolution	
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		
				http://www.flocabulary.com https://owlcation.com/aca "The Fun They Had;" "Ruthless;" "Answer;" "There Once Was;" "The Flowers;" "The Outing;" "I Don't Need Anything From Here;"
				Videos: Onomatopoeia; Similes and Metaphors; Rhyme and Rhythm

Unit 5: (days)

Unit Focus	Standards	Resources	Unit Vocabulary

Curriculum Map 2019-2020



QUARTER 3

Unit 6: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
What is a graphic novel?	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	http://www.flocabulary.com
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	

Unit 7: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Creating the graphic novel.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	http://www.flocabulary.com
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	

Curriculum Map 2019-2020



Unit 8: (days)

Unit Focus	Standards	Resources	Unit Vocabulary

QUARTER 4

Unit 9: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Writing persuasively.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	http://www.flocabulary.com commercial; advertising; claim
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
	W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	
	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	

Curriculum Map 2019-2020

Unit 10: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Creating advertising.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
			http://www.youtube.com	



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Health Curriculum Map

September - October	November - December	January
<ul style="list-style-type: none"> ● <i>Healthy Foundation</i> ● <i>Physical Activity and Nutrition</i> ● <i>Mental and Emotional Health</i> ● <i>Promoting Safe and Healthy Relationships</i> 	<ul style="list-style-type: none"> ● <i>Personal Care and Body Systems</i> ● <i>Growth and Development</i> ● <i>Drugs</i> 	<ul style="list-style-type: none"> ● <i>Disease and Disorders</i> ● <i>Injury Prevention and Environmental Health</i>
Health: Big Ideas		
<ul style="list-style-type: none"> ● How can promoting healthy behaviors help prevent disease? ● Describe ways to promote health and reduce risks. ● What are the advantages of peacefully resolving conflicts? ● Describe the decision-making process. ● Analyze the relationship between regular physical activity and disease prevention. ● Explain the relationship between nutrition, quality of life, and disease. ● Identify the characteristics of good mental and emotional health. ● Identify the qualities and character traits that promote healthy relationships with peers, family, and friends. 	<ul style="list-style-type: none"> ● Identify the major systems of the body. ● Describe the changes the body undergoes during the stage of adolescence. ● Explain the different effects drugs have on the body. 	<ul style="list-style-type: none"> ● What are pathogens? ● What is the difference between communicable and non-communicable diseases? ● In what ways are diseases spread? ● Analyze the strategies for preventing disease and injury. ● Describe First Aid.
Learner Outcomes		

<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Strand 1: Standards 1-14</p> <p>Strand 4: Standards 1-14</p> <p>Strand 5: Standards 1-13</p> <p>*See appendix for standard description.</p>	<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Strand 2: Standards 1-11</p> <p>Strand 7: Standards 1-10</p> <p>*See appendix for standard description.</p>	<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Strand 3: Standards 1-17</p> <p>Strand 6: Standards 1-8</p> <p>*See appendix for standard description.</p>
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Required Vocabulary

<p>Health</p> <p>Wellness</p> <p>Prevention</p> <p>Health literacy</p> <p>Heredity</p> <p>Environment</p> <p>Risk behaviors</p> <p>Cumulative risks</p> <p>Abstinence</p> <p>Stress management</p> <p>Conflict resolution</p> <p>Goal setting</p> <p>Character</p> <p>Role model</p> <p>Health consumer</p> <p>Media</p> <p>Preventive measures</p> <p>PCP</p> <p>Health Care</p> <p>HMO</p> <p>PPO</p> <p>Malpractice</p> <p>Sedentary lifestyle</p> <p>Metabolism</p> <p>Cardiorespiratory</p> <p>Aerobic</p> <p>Anaerobic</p> <p>BMI</p> <p>Eating disorders</p> <p>Maslow's Hierarchy of Need</p> <p>Stressors</p>	<p>Axial skeleton</p> <p>Appendicular skeleton</p> <p>Muscular system</p> <p>Nervous system</p> <p>Cardiovascular</p> <p>Respiratory system</p> <p>Digestive system</p> <p>Urinary system</p> <p>Endocrine system</p> <p>Reproduction</p> <p>Life cycle</p> <p>Prenatal care</p> <p>STDs</p> <p>Genetics</p> <p>Adolescence</p> <p>Nicotine</p> <p>Addiction</p> <p>BAC</p> <p>Alcoholism</p> <p>Sobriety</p> <p>Vaccine</p> <p>Substance abuse</p> <p>Psychoactive drugs</p> <p>Marijuana</p> <p>Hallucinogens</p> <p>Narcotics</p>	<p>Pathogens</p> <p>Communicable diseases</p> <p>Antibodies</p> <p>Immunity</p> <p>Epidemics</p> <p>STIs</p> <p>HIV</p> <p>AIDS</p> <p>Pandemic</p> <p>Noncommunicable diseases</p> <p>Cancer</p> <p>Biopsy</p> <p>OSHA</p> <p>First aid</p> <p>CPR</p>
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Anxiety Abuse		
SUGGESTED Resources		
<ul style="list-style-type: none"> ● Atlas Rubicon/ ● Study Island ● United Streaming ● Scholas c Magazines ● Classroom Libraries ● Teachers Pay Teachers ● You Tube ● Building Resources 	<ul style="list-style-type: none"> ● Atlas Rubicon/ ● Study Island ● United Streaming ● Scholas c Magazines ● Classroom Libraries ● Teachers Pay Teachers ● You Tube ● Building Resources 	<ul style="list-style-type: none"> ● Atlas Rubicon/ ● Study Island ● United Streaming ● Scholas c Magazines ● Classroom Libraries ● Teachers Pay Teachers ● You Tube ● Building Resources

Personal Finance Curriculum Map 2019-20



QUARTER 1

Unit 1: Personal Finance (45 days)

Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Introduction to Traditional Income - Planing Your Future - Careers - Taxes and My Income 			<ul style="list-style-type: none"> - Income Tax - Medicare - Social Security - Taxes - Career Cluster - Abilities - Income - Interest - Values - Wanted Skills - Academic Knowledge and Technical Skills - Succsss Skills
	Career Exploration Tool		
	Career Choice Research		
	Being an Entrepreneur		
	Starting a Lawn Care Business		
	STEM Careers		
	Social Security and Medicare		
	Sales Receipt Analysis		
How to Complete a 1040-EZ Income Tax Form			

QUARTER 2

Unit 2: Traditional Saving, Investing, Risk Management (45 days)

Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - Saving and Investing - Rish Management 			<ul style="list-style-type: none"> - Bond - Financial Institution -Interest - Invest - Mutual Fund - Opportunity Cost - Pay Yourself First (PYF) - Principal - Risk - Savings Account - Stock -
	Understanding College Cost and the FAFSA		
	Understanding Stock Quotes		
	Roth IRA's: Teens and Retirement Savings		
	Compound Interest and the Rule of 72		
	Savings, USA Risk and Insurance (Online Lesson)		

QUARTER 3

Unit 3: Traditional Debit and Credit (45 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
<ul style="list-style-type: none"> - Banking Partners - Personal Spending - Savvy Shopping - Manageing Credit - 		<ul style="list-style-type: none"> - - 	<ul style="list-style-type: none"> - Bank - Credit Union - Finalcial Institution - Interest - Interest Bank - Mobile Banking - Online Banking - Bankruptcy - Cash - Check 	
	Checks and Checking Accounts/ Check Writing and keeping a check register to track checks, deposits withdrawals and automatic electronic payments			
	Installment Debt/Students become aware that an installment debt can be considerably greater than the origina purchase price of an item			
	Rent or Home Ownership/Compare the benefits and responsibilities that come with renting or owning a home.			
	Leasing vs. Buying a Car/Students assess the pluses and minuses of leasing or buying a car			
Indentity theft/Students learn about steps they can take to help protect their payment cards and personal identity from theft.				



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Physical Education –High School Curriculum Map

Motor Skills	Physical Fitness	Cognitive Concepts
<ul style="list-style-type: none"> • <i>Soccer</i> • <i>Flag Football</i> • <i>Kickball</i> • <i>Dodgeball</i> • <i>Volleyball</i> • <i>Basketball</i> • <i>Running/Walking</i> 	<ul style="list-style-type: none"> • <i>Daily Warm Up</i> • <i>Plyometrics</i> • <i>Stretching</i> • <i>Team and Individual Sports (see Motor Skills)</i> 	<ul style="list-style-type: none"> • <i>Daily Warm Up</i> • <i>Plyometrics</i> • <i>Stretching</i> • <i>Team and Individual Sports (see Motor Skills)</i>
Big Ideas		
<ul style="list-style-type: none"> • Demonstrate competence in the following activities: swimming; personal condition; individual, dual and team sports; and recreational activities. • Participate in a variety of physical activities appropriate for enhancing muscular strength and endurance. • Assess personal status of muscular strength and endurance of the arms, shoulders, and abdomen. • Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the arms, shoulders, and abdomen. 	<ul style="list-style-type: none"> • Assess personal status of flexibility. • Participate in a variety of physical activities appropriate for enhancing flexibility. • Assess personal status of body composition. • Demonstrate slow and fast movement speeds, balance, coordination, and body awareness. 	<ul style="list-style-type: none"> • Detect and correct errors in personal skill performance. • Recognize the importance of repetition in mastery of skill. • Analyze strategies in physical activities. • Use appropriate rules, strategies and etiquette in physical activities. • Follow and encourage others to follow the rules while participating in physical activities. • Describe psychological effects of right kinds of regular amounts of physical activity (e.g., healthy physical

<ul style="list-style-type: none"> • Meet standards on selected fitness activities on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., times or distance walk/run and other endurance activities at specified heart rate/heart rate recovery). • Participates in a variety of physical activities appropriate for enhancing cardiorespiratory endurance. • Assess personal status of cardiorespiratory endurance. 		<p>self-image, ability to reduce stress, strong mental function, and emotional health.</p> <ul style="list-style-type: none"> • Describe the activities and opportunities to develop sportsmanship, leadership and cooperation. • Identify lifelong physical leisure activities which one enjoys and would like to pursue.
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Learner Outcomes

<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Content Standard 5: All students will participate successfully in selected health- enhancing, lifelong physical activities.</p> <p>Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.</p> <p>Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.</p>	<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Content Standard 8: All students will develop and maintain healthy levels of flexibility of body joints.</p> <p>Content Standard 9: All students will recognize and understand the benefits of healthy body composition.</p> <p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p>	<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Content Standard 11: All students will explain and apply the essential steps in learning motor skills.</p> <p>Content Standard 12: All students will explain and apply appropriate rules and strategies when participating in physical education activities.</p> <p>Content Standard 13: All students will describe the effects of activity and inactivity. Students will formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</p>
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Required Vocabulary

<p>Hand-eye coordination Teamwork Team Specific Terminology Cardiorespiratory Exercise Aerobic Anaerobic</p>	<p>Plyometrics Flexibility BMI Healthy weight gain/weight loss</p>	<p>Sportsmanship Streesors Stress Management Stress Relief Self Image Leadership Role Model</p>
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Endurance Stamina Muscular strength Muscle Memory		Diseases Muscle Atrophy Aging
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SUGGESTED Resources

<ul style="list-style-type: none"> • Atlas Rubicon • United Streaming • Teachers Pay Teachers • You Tube • Building Resources 	<ul style="list-style-type: none"> • Atlas Rubicon/ • United Streaming • Teachers Pay Teachers • You Tube • Building Resources 	<ul style="list-style-type: none"> • Atlas Rubicon/ • United Streaming • Teachers Pay Teachers • You Tube • Building Resources
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Personal and Social Behaviors and Values

- *Daily Warm Up*
- *Plyometrics*
- *Wrap-up Discussions*
- *Team and Individual Sports (see Motor Skills)*

Big Ideas

- Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, perseverance, respect, responsibility, and self- discipline.
- Choose to exercise regularly outside the classroom for personal enjoyment and benefit.
- Accept the differences between individual’s personal characteristics and skills.

Learner Outcomes

Standards:

High School Area Content Expectations:

Content Standard 14: All students will demonstrate appropriate behavior while participating in physical activities.

Content Standard 15: All students will understand the value of physical activity and its contribution to lifelong health and well-being.

Required Vocabulary

Character
Perseverance
Cooperation

Respect
Self discipline
Responsibility
Skill Sets
Life-long Well Being

SUGGESTED Resources

- Atlas Rubicon
- United Streaming
- Teachers Pay Teachers
- You Tube
- Building Resources



Course at a Glance Units of Study: STEM, Semester 1

September - October	October-November	December - January
<ul style="list-style-type: none"> Unit 1: Energy & Power 	<ul style="list-style-type: none"> Unit 1: Energy & Power Unit 2: Materials & Structures 	<ul style="list-style-type: none"> Unit 2: Materials & Structure
: Big Ideas		
<ul style="list-style-type: none"> There is a relationship between energy and power There is a need for clear and concise communication 	<ul style="list-style-type: none"> There are many different fields of study possible Laws of Motion describe the interaction of forces on a body 	<ul style="list-style-type: none"> There is a constant evaluation of materials used in engineering - to find the best possible one to provide the biggest advantage
Unit Expectations		
<p>Students will view themselves as engineers and master the following common core content standards:</p> <p>Standards: Next Generation Science Standards</p> <p>HS-PS2 Motion and Stability: Forces and Interactions HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS2-6</p>	<p>Students will view themselves as engineers and master the following common core content standards:</p> <p>Standards: Next Generation Science Standards</p> <p>HS-PS2 Motion and Stability: Forces and Interactions HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS2-6</p> <p>HS-ETS1 Engineering Design HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4</p>	<p>Students will view themselves as engineers and master the following common core content standards:</p> <p>Standards: Next Generation Science Standards</p> <p>HS-ETS1 Engineering Design HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4</p>
SUGGESTED Resources		
<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum 	<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum 	<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum

<ul style="list-style-type: none"> Engineering Your Future Project Based Learning 	<ul style="list-style-type: none"> Engineering Your Future Project Based Learning 	<ul style="list-style-type: none"> Engineering Your Future Project Based Learning
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Course at a Glance Units of Study: STEM, Semester 2

January - February	March - April	May - June
<ul style="list-style-type: none"> Unit 3: Control Systems 	<ul style="list-style-type: none"> Unit 3: Control Systems Unit 4: Statistics & Kinematics 	<ul style="list-style-type: none"> Unit 4: Statistics & Kinematics

: Big Ideas

<ul style="list-style-type: none"> Control systems are needed to provide a consentient process control and reliability 	<ul style="list-style-type: none"> Determine when to use open or closed systems Engineers use statistics to make informed decisions 	<ul style="list-style-type: none"> Projectile motion can be predicted and controlled using Kinematics equations
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Unit Expectations

Standards: ETS1.A: Defining and Delimiting Engineering Problems	Standards: ETS1.B: Developing Possible Solutions	Standards: ETS1.C: Optimizing the Design Solution
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SUGGESTED Resources

<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum Engineering Your Future Project Based Learning 	<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum Engineering Your Future Project Based Learning 	<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum Engineering Your Future Project Based Learning
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SECTION e
Method of Pupil Assessment

METHODS OF PUPIL ASSESSMENT

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article IV, Section 6.5, and the Academy shall properly administer all state-mandated academic assessments identified in the Code, as applicable, and all academic assessments in accordance with the requirements detailed in the Master Calendar of Reporting Requirements annually issued by the Eastern Michigan University Charter Schools Office (“CSO”).

The Academy shall authorize the CSO to have access to the Academy’s Student/School Data Applications through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy’s state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

Academic Assessments to Be Administered:

Grade(s)	Academic Assessments
9-12	Assessments identified in Schedule 7b including all state and authorizer mandated assessments.

SECTION f
Application and Enrollment of Students

APPLICATION AND ENROLLMENT OF STUDENTS

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.6, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

The Academy will offer ninth through twelfth grades. The maximum enrollment shall be 520 students. The Academy will annually adopt yearly enrollment caps, subject to the maximum enrollment limitation, prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.

- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.

- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils, or to a child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy.

- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.

- No student may be denied participation in the application process due to lack of student records.

- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

The Academy may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.
- A pupil who transfers to the Academy from another public school pursuant to a

matriculation agreement between the Academy and other public school that provides for this enrollment priority, if all of the following requirements are met:

A. Each public school that enters into the matriculation agreement remains a separate and independent public school.

B. The Academy shall select at least 5% of its pupils for enrollment using a random selection process.

C. The matriculation agreement allows any pupil who was enrolled at any time during elementary school in a public school that is party to the matriculation agreement and who was not expelled from the public school to enroll in the public school academy giving enrollment priority under the matriculation agreement.

- A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

Matriculation Agreement

- The Academy Board may enter into a matriculation agreement with another public school academy pursuant to section 504(4) of the Revised School Code.

- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Eastern Michigan University Charter Schools Office (“CSO”) for review.

- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with this Contract.

- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted

on a first-come, first-served basis.

- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the CSO.

Legal Notice or Advertisement

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement must be forwarded to the CSO.

- At a minimum, the legal notice or advertisement must include:

- A. The process and/or location(s) for requesting and submitting applications.
- B. The beginning date and the ending date of the application period.
- C. The date, time, and place the random selection drawing(s) will be held, if needed.

- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.

- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.

- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- An applicant on the waiting list at the time a new application period begins must reapply as a new student.

- After collecting the parent or guardian responses, the Academy must determine the following:

- A. The number of students who have re-enrolled per grade or grouping level.

B. The number of siblings seeking admission for the upcoming academic year per grade.

C. If space is unavailable, the Academy must develop a waiting list for siblings of reenrolled students.

D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

- A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:

A. Establish written procedures for conducting a random selection drawing.

B. Establish the maximum number of spaces available per grade or grouping level.

C. Establish the date, time, place and person to conduct the random selection drawing.

D. Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.

- The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

A. Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.

B. Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

- The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

SECTION g
School Calendar and School Day Schedule

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.7, the Academy shall comply with the school calendar and school day schedule requirements identified in this schedule.

School Calendar

The Academy's school calendar shall comply with Sections 1175, 1284 and 1284a, if applicable, of the Code. The Academy's school calendar shall also comply with the minimum requirements set forth in Section 101 of the School Aid Act of 1979 (MCL 388.1701). The Academy Board must submit a copy of the Academy's school calendar to the CSO upon Academy Board approval.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours. The Academy Board must submit the school day schedule to the CSO prior to the commencement of each academic year.

SECTION h
Age and/or Grade Range of Pupils

AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.8, the Academy shall comply with the age or grade ranges as stated in this schedule.

The Academy will enroll students in ninth through twelfth grade. The Academy may add grades through the charter contract amendment process.