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ASIAN HUMAN SERVICES
PASSAGES
CHARTER SCHOOL
COMMUNITY MEETINGS

Community Members, we need your input!

Asian Human Services Passages Charter School will hold a series of community meetings to discuss a possible school expansion to include grades 9-12. We would like to hear your input about adding our high school, Asian Human Services College Preparatory to the Edgewater neighborhood. Come out and show your support! We will further discuss the expansion project and address any questions, comments or concerns that you may have about Asian Human Services College Preparatory!

Our next Community Meeting will be held on:

Tuesday, September 17, 2013
5:00pm-6:00pm

in the Asian Human Services Passages
Charter School Cafeteria

1643 W. Bryn Mawr
Chicago, IL 60660

If you are unable to attend please visit our schools website at: www.passagescharterschool.com and click on our "High School" link to upload a letter of support or leave a comment!

You can also respond to our Community Survey at www.surveymonkey.com/s/passageshighschool



Charter School Cancels Meeting About Expansion, But Opponents Vent Outside



By **Adeshina Emmanuel** on September 18, 2013 10:32am | Updated 37 mins ago
[@Public_Ade](#)

ANDERSONVILLE — Opponents of Passages Charter School's plan to add a high school worry that it could siphon students and resources away from area high schools already facing slashed budgets.

Passages Charter School in Andersonville wants to add a high school to the Edgewater area that would be called Asian Human Services College Preparatory and open in the 2014-2015 school year if approved by the Chicago Board of Education.

Passages, 1643 W. Bryn Mawr Ave., is a division of Asian Human Services, a social service agency, and is managed by the American Quality Schools Corporation.

The charter school abruptly canceled a public meeting about its expansion plans on Tuesday due to what officials called "facilities issues," leaving would-be attendees, including teachers, community members and union organizers on the sidewalk outside the school without a formal forum to air their thoughts — but with plenty to vent.

Karen Dreyfus, an Edgewater resident and education liaison for Ald. Harry Osterman (48th), was one of the folks on the sidewalk. Dreyfus said she had



Opponents of Passages Charter School's potential high school expansion gathered outside the school Tuesday after the...

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DNainfo/Adeshina Emmanuel

come to the school on behalf of Edgewater residents who have been contacting Osterman's office to oppose "charters in our community."

She was also there at the request of administrators at Senn High School, who she said feared that a new charter high school would hurt the Edgewater school, which is dealing with about \$690,000 in budget cuts.

"Senn is a rising star in our community, it's becoming a more vibrant neighborhood school," Dreyfus said. "We just want to really concentrate on creating a successful neighborhood high school option. We would like to see resources concentrated in our local neighborhood schools."

Rogers Park resident Carol Reicher said the proposed expansion would "decimate the local public high schools who are trying to get on their feet," amid budget cuts, including Roger Park's Sullivan High School (a school potentially facing nearly \$1.5 million in cuts), Mather High School in West Ridge (a school facing about \$863,000 in cuts) and Lincoln Square's Amundsen High School (a school facing about \$1.5 million in cuts).

Passages, however, saw its budget increased by about \$302,000.

Chicago Public Schools issued a request for proposals for new charter schools in August, urging applicants to apply to open schools in areas suffering from school overcrowding, with a focus on the Southwest and Northwest sides. But critics of the Passages expansion plan say Edgewater hardly fits any of those criteria.

Michael J. Harrington, director of union operations in the office of the president for the Chicago Teachers Union, blasted Asian Human Services for the expansion plan.

"The statement that's happening here with well-meaning community organizations, supposedly, thinking of opening a charter school — it's a betrayal," said Harrington, who has a son at Senn and sits on its local school council. "It's a betrayal of the public, it's a betrayal of the taxpayers who pay for public schools, and also the sad part, it's the 'grass is green on the other side of the fence,' scam."

Passages Principal Nicole Feinberg declined to comment about the potential expansion. She referred questions to Asian Human Services and the American Quality School Corporation, and neither organization returned calls.

Some parents and students outside the school Tuesday, however, voiced support for the high school expansion.

Edgewater resident Missy Hill, mother of two children at the school, said the expansion would be "very convenient," for her and other parents.

Passages sixth-graders Joryel and Berri who both said "I can't say it," when asked for their last names, said the staff "care about the students a lot," and "protect us." Although they don't know many of the details of the controversy, they too support the expansion.

And Uptown resident Yeboah Sefah, who was picking up his two children at Passages, said: "This is a very good school."

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"We need more in Chicago," Sefah said.

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Charter School Cancels Meeting About Expansion, But Opponents Vent Outside



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COMMUNITY MEETINGS

Community Members, we need your input!

Asian Human Services Passages Charter School will hold a series of community meetings to discuss a possible school expansion to include grades 9-12.

We would like to hear your input about adding our high school, **Asian Human Services College Preparatory** to the Edgewater neighborhood. **Come out and show your support! We will further discuss the expansion project and address any questions, comments or concerns that you may have about Asian Human Services College Preparatory!**

The series of Community Meetings will be held on:

Tuesday, September 10, 2013 9:00am –10:00am

Tuesday, September 17, 2013 5:00pm-6:00pm

in the Asian Human Services Passages Charter School Cafeteria.

1643 W. Bryn Mawr Chicago, IL 60660

If you are unable to attend please visit our schools web-site at: **www.passagescharterschool.com** and click on our "High School" link to upload a letter of support or leave a comment! You can also respond to our Community Survey at:

<https://www.surveymonkey.com/s/passageshighschool>



Asian Human Services College Prep. High School
Sign-In Sheet

5/23/13

No.	Name	Phone Number	Parent	Guest	Student
1	LIANYTES BLANCA	(312) 451-1849	✓		
2	Natalie Deswitt	(773) 204-3169	✓		
3	Yolanda Cruz	(312) 622-4301	✓		
4	Gilmer Mencia	773 6291885	✓		
5	Marc Sauer	773/564-0835	✓		MA
6	Fernando Frunfoqui	773 2225538	✓		
7	Mishal Kamel	773-593-4850	✓		
8	Thimmecan Zoloz Gwer Bwira	773 761-0071		✓	✓
9	Dolores Valdivia	(773) 996-1675	✓		
10	ERISIAH PETRE	312-450-5962	✓		
11	Oscar Rivera	773 2642261	✓		
12	Maather Cruz	773-620-4287	✓		
13	SILVANA CRUZ	773 449 2278	✓		
14	Larry Horn	224 436 7177	✓		
15	Nekisha Wilson	773-501-5816	✓		
16	Taylor Bolton	773-943-9800	✓		
17	Font Kuyanh	773 230 8279	✓		
18	Joan Tawagw	773 5012029	✓		
19	Thasq Olawoye	773 620 8521	✓		
20	Charly Nppah	773-441-6978	✓		
21	Angie Villacis	773-677-1278	✓		
22	Charles Anunoy	708 955-6123	✓		
23	Mrs. Shepherd	312 835 6398	✓		
24	Fredyn Adeloh	630 401 9524	✓		
25	Abera Teboor	312 931-7723	✓		✓
26	Marra Vazquez	312 912-5130	✓		
27	Nasreen Osman	773-271-0958	✓		
28	SUSAN IDEHEN	312 532 7579	✓		
29	Christopher Iwuoha	773 789 4867	Iwuoha		
30	Christian Iwuoha	773 789 4867	Iwuoha		
31	Victoria Blankson	773-272-1414	✓		
32	VLASAV DASIC	773 655 7986	✓		
33	Edemsole Aramu	773 274 6913	✓		
34	Sharaunee Kaye	773-537-8174	✓		
35	Amelie Williams	773-756-8111	✓		
36	Ableyanda Sodeo	773-370-3576	✓		
37	Rouval Hinesen	773 312 4115255	✓		
38	Rose Rutzen	773 398 3758	✓		
39	Jammi Holness	773-490-4949	✓		
40	Martha Sogoma	773-417-5269	✓		
41	Sharon Pugh	773 544 5118	✓		
42	Salomeh	754 5229	✓		
43					
44					

Asian Human Services College Prep. High School
Sign-In Sheet

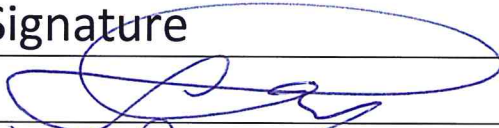



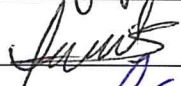

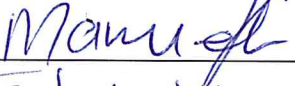

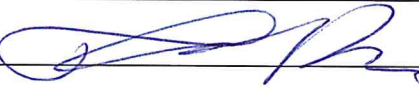
No.	Name	Phone Number	Parent	Guest	Student
1	Karina Cruz	773 216 6816	✓	3	Sarah Heron
2	Kulvinder Arora	201 780 6942	✓	0	Mahmal
3	ANDREW Green	773-623-9922	✓		
4	Jennifer Daylor	773-501-1077	✓	2	C. Nelson
5	Jason Taylor	773-600-5286	✓	2	C. Nelson
6	AWELL JAMES	619 947 4021	✓	1	Julia Anest
7	Natalia Arcata	(773) 461-9114	✓	2	Giselle
8	Wendy Obasa	773-544-4821	✓		
9	D Lenore	773 221 9040		✓	Belle
10	Erika Alvarado	773 1961 5134	✓		Sayori + Julian
11	HURELIA ATROM	773 1697 1554	✓	-	Adiza
12	Bill Gates	312-509-5888	✓		
13	Ukochi G. Ekwelili	773-220-7340	✓		
14	Shafi Usman	773-988-5979	✓		
15	Feridah Usman	773-988-5999	-	3	NeShia
16	AQUIYL COOWOOD	312 715 4713	✓	2	Vishmael
17	Motunayo Goodlow	773 289 2300	✓		Ayomikun / Sherry
18	MUNIRA SYEDA	312-217-6976	✓	6	
19	Darline Aneng/Edith	773 822 7462	✓	2	Darline Aneng
20	AKOREDE Oluwasehin	773 629 3912	✓	3	Aishat
21	AMAH AYKALE	773-879-2106	✓	1	JUANITA AUSTIN
22	Sinchieze Mwabuelike	773 627 7284	✓	1	
23	Sally Htoo	773-787-3032	✓		
24	MORINAT AKORSE	773-574-5789	✓		
25	MORGANISA OKHILU	773 297 0761	✓	3	DERRICK
26	BANICOLE ASIBOLA	(773) 720-5793	✓	5	KOLA
27	Abdul Mohammed		✓	3	Rafae
28	Karl Htoo				
29	LAKISHA RIDLEY	773 844 7264			
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AHS Passages College Prep

9/5/13

4:30-5:30 p.m.

Please sign below to show your support for Passages expanding to a high school in the 2014-2015 school year.

Name (Printed)	Signature
MEDIHA SEFER	
Kimbrcky Reed	Kimbrcky Reed
Towana Horne	
ROSE DIABY	Rose Diaby
MAUREN BURNS	
Amanda Petty	
Martha Hernandez	
SPRENDA JERVICA	S.J.
Jacey Veneal	J.V.
Akosua Ampomah	
Natalia Argueta	Natalia Argueta
Manue Fambellel	
Estela Mendoza	
Briando Perez	
Sonora Babalola	S. Babalola
Kin Mohamed	
Tewnes Berhanu	

30,

AHS Passages College Prep

9/5/13

4:30-5:30 p.m.

Please sign below to show your support for Passages expanding to a high school in the 2014-2015 school year.

Name (Printed)	Signature
MUHAMMAD WAJID	
Rebecca Walker	Rebecca Walker
Joyce Forsjour	J.F.
Uchechi G. Eketwali	Uchigoo Hess
GORAN LAZIC	
Sarah Hemphill	
Kobe Brateng	
Eva C. Rodriguez	Eva C. Rodriguez
SAMEHA ROGERS	Samella Rogers
Truce	

10

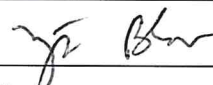
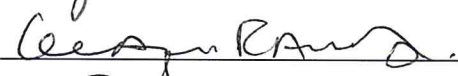


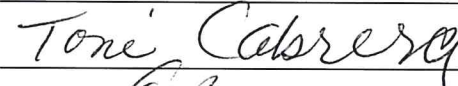
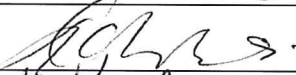
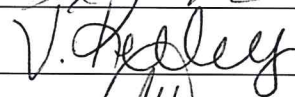

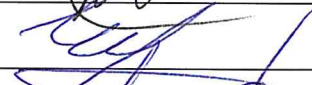


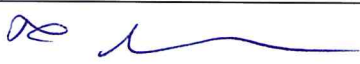


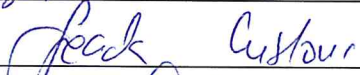
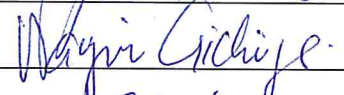

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AHS Passages College Prep

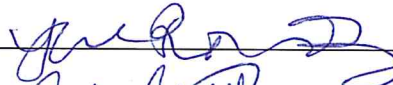
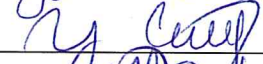
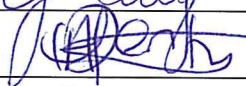


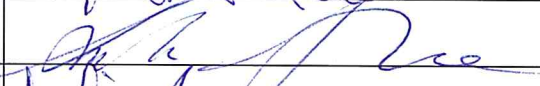


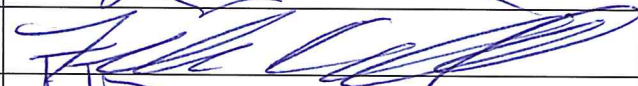

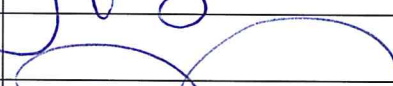
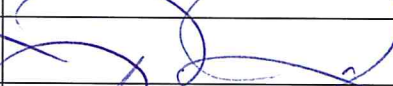




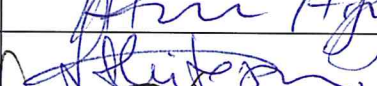



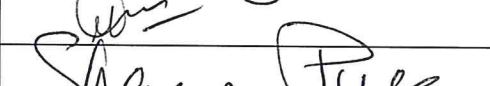

9/5/13

4:30-5:30 p.m.

Please sign below to show your support for Passages expanding to a high school in the 2014-2015 school year.

Name (Printed)	Signature
NIANYTES BLANCA	
GLADIS RAMIREZ	
Adebambo Adefunto	
AURELIA Attionu	
Toni Cabrera	
WYATZAS OBERDENE	
Vicki Kelley	
Nohemi Garcia	
Marica Vazquez	
Dolores Valdivia	
Nicole McElegan	
Xavier Watson	
Gabriela Lopez	
Felith Ndansi	
SEADA CUSTOIC	
WANJIRU GICHINGA	
DANIELA GRAEB	

39

Yuezhu	
Yolorna Causing	
AUGUSTIA DENTIN	
Joan Iwagum	
CYNTHIA tuentes	
AMAH ALIKOUS	
Misbah kama	
Puang Kwapha	
FELICIA CROMWELL	
Janilo King	
Debra Hand	
Quinn Pittman	
CHRISTOPHER TUOHU	
OGBOKU SAMUEL	
ABIO	
AKOSUA AGYEIDAA	
LAURA HINTESCU	
DIANA KINVEN	
Sinchieze Nwaka	
Mohamed Seelai	
Sharon Pugh	
Grace DIKA	

AHS Passages College Prep

Community Meeting

9/10/13

9:00-10:00 a.m.

Please sign below to confirm your attendance at today's meeting for Passages expanding to a high school in the 2014-2015 school year.

Name (Printed)	Signature
Luis A Montesinos	Luis A Montesinos
Angelica Gomez	Angelica Gomez

Community Partnership Agreement

Asian Human Services Passages Charter School – College Preparatory High School

Date: _____

School Year: _____

The mission of the Asian Human Services Passages Charter School is to service and educate a diverse student population to become life-long learners and citizens of the world.

It is through this mission and community partnerships that Asian Human Services Passages Charter School – College Preparatory High School will produce productive student citizens and provide every child access to a quality education through:

- Increased learning opportunities
- Programs designed to help each child to succeed
- Creating a learning environment to meet every child’s needs.

The intent of this partnership is to support student achievement and to provide mutual assistance and benefit through shared information, time, personnel and resources.

The activities outlined below, have been developed collaboratively between the Asian Human Services Passages Charter School – College Preparatory High School and the Community Partner. These activities have been developed with the purpose to offer quality educational opportunities for students.

As partners in education, we pledge our commitment to fulfill and create mutual supportive goals and objectives developed through our partnership.

Partnerships may be formed at any time, and should remain in effect for the duration of a school year. Partners should formalize or renew their partnerships annually by completing a new Community Partnership Agreement Form outlining proposed activities for each new school year.

A partnership has been entered into by Asian Human Services Passages Charter School – College Preparatory High School and _____. Both parties have entered into this agreement with the terms as outlined below.

SCHOOL/PROGRAM INFORMATION

Name of School/Program _____

Address _____

Zip _____

School Partner Coordinator _____

Phone _____

PARTNER INFORMATION

Name of Business/Agency/Organization _____

Address _____

Zip _____

CEO/President _____

Partner Contact _____

Phone _____

Proposed Projects/Activities:

Both Parties agree to:

- Designate partnership coordinators.
- Provide orientation and training for any personnel/staff/students involved in the program/partnership.
- Conduct an evaluation of the stated objectives.
- Conduct periodic reviews and evaluate the program/partnership at the end of each school year to determine the feasibility of continuing the program/partnership.
- This agreement can be modified or terminated at the discretion of either party.

The Community Partner and School Partner shown above do hereby agree to form a School-Community Partnership and to work together for the benefit of education and the community-at-large by enriching the curriculum, ensuring the quality of education necessary for economic growth, strengthening the future workforce and/or increasing support for and confidence in public education throughout the community.

Signature of Community Partner

Signature of School/Program Partner Coordinator

Title

Date

Title

Date

EDGEVILLE BUZZ

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Calendar of Events

← August September 2013 **October** →


EVENT LIST **CALENDAR**

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 Andersonville Farmers Market Thorndale Positive Loitering	5	6 48th Ward Back to School Celebration Here Is Your Alibi FREE BYOB COMEDY	7 Lakewood Balmoral Yard Sale
8 Li'l Buds Theatre Fall Back to School Open House Block Party Kegs for Kids Vinosonic 4	9 Thorndale Positive Loitering	10	11 Andersonville Farmers Market ETNA Block Club meeting	12 Beat 2023 CAPS Meeting	13 Live Music at Lickity Split	14 D'Elia Playlot Clean-Up Edgewater Glen Plant Swap ASNA Garage/Alley Sale
15 ASNA Garage/Alley Sale EHS Home Tour – Edgewater Glen Double Decker Bus Tour Partying For Pets	16 Free Family Night @ Lil Buds Theater Thorndale Positive Loitering	17 Happy Yappy Hour SBIF Info Session Asian Human Service Passages Charter School – Community Meetings	18 Beat 2013 CAPS Meeting Andersonville Farmers Market	19	20	21 City Made Fest in Andersonville Kathy Osterman Beach Clean-Up Day on Devon – cleanup
22 City Made Fest in Andersonville Cider Toast and Pig Roast at Uncommon Ground	23	24 Thorndale Positive Loitering	25 Andersonville Farmers Market	26	27	28 Care for Real Hunger Walk Edgewater Fall Art Fair Edgewater Fall Art Fair Edgewater Singers fundraiser @ Marty's
29 Edgewater Fall Art Fair Edgewater Singers fundraiser @ Marty's	30					

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North Side Community Federal Credit Union

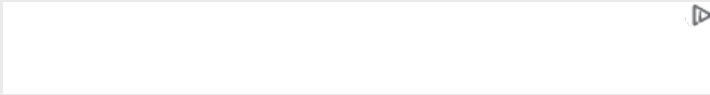
FALL ART FAIR 2013
 Sept 28 & 29
 11am-6pm
 On Granville @ Broadway
www.edgewaterartists.com



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Our Community Stakeholder Survey was available in hard copy and online from 9/3/2013 through 9/20/2013

These were the responses received through 12pm on 9/16/2013

#1: I am a ...	#2: How supportive are you of Passages expansion?	#3: How supportive are you of having more public high school choices in Edgewater?	#4: Which characteristic is most important(a)
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Somewhat supportive	International curriculum
Passages parent	Very supportive	Somewhat supportive	International curriculum
Passages parent	Very supportive	Somewhat supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Somewhat supportive	Preparing students for college/careers
Passages parent	Very supportive	Somewhat supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Somewhat supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Somewhat supportive	International curriculum
Passages parent	Somewhat supportive	Very supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Somewhat supportive	Small class sizes
Passages parent	Very supportive	Not supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Feeling safe in and around the school
Passages parent	Very supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Somewhat supportive	Somewhat supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Very supportive	International curriculum
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Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Somewhat supportive	Very supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Very supportive	Very supportive	Preparing students for college/careers
Passages parent	Somewhat supportive	Very supportive	Preparing students for college/careers
Community resident who is not a parent	Very supportive	Very supportive	Preparing students for college/careers
Community resident who is not a parent	Somewhat supportive	Very supportive	Preparing students for college/careers
Community resident who is not a parent	Somewhat supportive	Somewhat supportive	Preparing students for college/careers
Community resident who is not a parent	Very supportive	Very supportive	Preparing students for college/careers
Community resident who is not a parent	Very supportive	Very supportive	Preparing students for college/careers
Community resident who is not a parent	Very supportive	Very supportive	Preparing students for college/careers
Community resident who is not a parent	Very supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Very supportive	Small class sizes
Passages parent	Very supportive	Not supportive	Small class sizes
Parent of student attending other K-8 school	Very supportive	Very supportive	Culture of high expectations
Passages parent	Very supportive	Very supportive	Culture of high expectations
Passages parent	Very supportive	Very supportive	Culture of high expectations
Passages parent	Very supportive	Very supportive	Culture of high expectations
Passages parent	Very supportive	Very supportive	Culture of high expectations
Passages parent	Very supportive	Very supportive	Culture of high expectations
Community resident who is not a parent	Very supportive	Very supportive	International curriculum
Community resident who is not a parent	Somewhat supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Passages parent	Very supportive	Very supportive	International curriculum
Community resident who is not a parent	Very supportive	Very supportive	Feeling safe in and around the school

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Passages parent	Very supportive	Somewhat supportive	Feeling safe in and around the school
Passages parent	Very supportive	Somewhat supportive	Feeling safe in and around the school
Passages parent	Very supportive	Very supportive	Feeling safe in and around the school
Passages parent	Very supportive	Somewhat supportive	Feeling safe in and around the school
Passages parent	Very supportive	Very supportive	Feeling safe in and around the school
Passages parent	Very supportive	Very supportive	Feeling safe in and around the school
Passages parent	Very supportive	Very supportive	Feeling safe in and around the school

Our Community Stakeholder Survey was available in hard copy and online from 9/3/2013 through 9/20/2013

These were the responses received through 12pm on 9/16/2013

#1: I am a ...	#4: Which characteristic is most important(b)	#4: Which characteristic is most important(c)
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Feeling safe in and around the school	Culture of high expectations
Passages parent	Preparing students for college/careers	Feeling safe in and around the school
Passages parent	Feeling safe in and around the school	
Passages parent	Feeling safe in and around the school	
Passages parent	Preparing students for college/careers	Feeling safe in and around the school
Passages parent	Preparing students for college/careers	Culture of high expectations
Passages parent	Preparing students for college/careers	Culture of high expectations
Passages parent	Feeling safe in and around the school	
Passages parent	Preparing students for college/careers	
Passages parent	Preparing students for college/careers	Feeling safe in and around the school
Passages parent	Preparing students for college/careers	Feeling safe in and around the school
Passages parent	Culture of high expectations	
Passages parent	Culture of high expectations	
Passages parent	Preparing students for college/careers	
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Small class sizes	
Passages parent	Preparing students for college/careers	
Passages parent	Culture of high expectations	
Passages parent	Preparing students for college/careers	Feeling safe in and around the school
Passages parent	Preparing students for college/careers	Feeling safe in and around the school
Passages parent	Preparing students for college/careers	
Passages parent	Preparing students for college/careers	Feeling safe in and around the school
Passages parent	Preparing students for college/careers	
Passages parent	Feeling safe in and around the school	
Passages parent	Feeling safe in and around the school	

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#1: I am a ...	#4: Which characteristic is most important(b)	#4: Which characteristic is most important(c)
Passages parent	Small class sizes	
Passages parent	Small class sizes	Preparing students for college/careers
Passages parent	Preparing students for college/careers	
Passages parent		
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After 12pm on 9/16/2013, we received a flood of responses to the online version of our Community Survey opposing Passages College Prep and more public high school options in Edgewater. This is a sampling of the comments

Community Survey for Asian Human Services College Preparatory

Charter schools are anti-union and destroy the public schools our children need.

Focus on the CPS schools already there instead of bringing in your awful charter schools.

After school closing I do not believe any new school should be opened until regular Chicago Public Schools that now have their doors locked are reopened, re-staffed with certified Chicago Public School teachers are back in business serving our neighborhoods.

Say NO to Charter

Senn high school is the newest up and coming high school in Chicago. It is quickly becoming the high school version of Nettelhorst. We don't want any more charters taking the money our real public school students need and deserve.

I don't want a charter school in my neighborhood. I prefer to have a public high school not a for profit school!

The Edgewater community does not need a Charter School, the community needs to focus on supporting its CPS students, schools and community members.

I do not believe that adding another charter school in our city while closing other public schools is a way to address our educational problems. As a teacher and parent, I sincerely hope you rethink this decision. We do not support it.

No more charters! Go public!

I support our public schools and not the siphoning of funds for charter schools that do not support all of our kids.

No charter schools.

As a staunch supporter of public schooling, and a CPS teacher myself, I am fearful that charter schools like the one proposed will only serve to create a segregated, tiered educational system with "regular" schools at the bottom being forced to serve students with the greatest diverse needs and the least familial support.

There is no need for any new charter schools when CPS just shut down 50 neighborhood schools. If Edgewater needs new or better schools, then CPS should be improving the neighborhood schools or providing more choice that is truly public and not privatizing more schools!

There should be more support and funding for the schools that already exist in the community where ALL students can attend and thrive!!!!

Stealing from the public schools to enrich the charter school profiteers! Emanuel's buddies!

Support neighborhood public schools. No to charters!

I want my tax dollars to fund my neighborhood public school, and the public schools across this city...not charter schools.

I am oppose to any charters in our community. We need to fund our public schools and provide support systems for them Stop trying to destroy public schools and public services!

We do not need any more charter schools in the area!

Give resources to the excellent public schools in the community rather than throwing in unproven privatization gimmicks!

I do not believe in closing 50 public schools and then opening charters. I am not supporting this. We don't need more charters in the community.

Don't use public money/taxes to make owners of charter school rich- charter schools are money making machines for a dishonest people claiming to care about children

Edgewater does not need a new charter high school! Do your jobs CPS school board and fund the schools you already have.

WE DO NOT WANT YOU. WE WANT CLOSED CPS SCHOOLS TO REOPEN! Why is this so confusing to you? LEAVE CHICAGO ALONE.

After 12pm on 9/16/2013, we received a flood of responses to the online version of our Community Survey opposing Passages College Prep and more public high school options in Edgewater. This is a sampling of the comments

Section 1.1b
Attachment 2

Community Survey for Asian Human Services College Preparatory

The only schools that should be opening are well funded, well staffed public schools. I do not support charter schools.

There is no need for additional charter schools in Chicago.

While closing traditional public schools, I do not think a charter school opening in this neighborhood is appropriate. I live in Ravenswood, and will never send a child of mine to a charter school, even if it means I have to move out of Chicago to find a traditional public school.

Edgewater does not need a new high school. I do not support charter schools.

Charter schools are horrible. They take money from public schools to fund "private" entities!

I believe our city should be investing money into our existing neighborhood schools rather than taking money away to give to charter schools who are not responsible to the same criteria.

You all might be nice people, but I'll be damned if we're going to replace our public schools with charters.

I do not want my tax money to go to a private school, only to true public schools. I am for private schools that raise their money from the private sector, not leeching off the government.

Charter schools are a disgrace, an insult to American collective intelligence

Why not make Senn the High School that serves this alleged need? If you get rid of Rickover and return Senn back to the community, problem solved - Charter Schools are a bogus neo-liberal idea. Support Public Education !

Charter Schools offer a sub par education to poor people. Actual Public Schools (this does not include charter schools) have higher standards and have more educated and experienced teachers.

We already have a great high school in Edgewater and do not need another.

I am against any type of charter school as they are very selective in who they choose to let into the school. They exclude special education and behavior issues whereas the public schools who are cheated out of money, have to deal with all the the above.

NO more charter schools in Chicago, period.

There is not a need for a new charter school in our neighborhood, especially after we have had our public neighborhood schools closed. This is a misuse of tax dollars and extremely offensive to me as a resident of this community. I will do everything in my power to oppose this and the politicians who support it.

Reopen closed schools! Do NOT open more charters!

Invest more in the neighborhood schools instead of siphoning funds and handing them over to charters

STAY OUT OF CHICAGO!! You are not needed or wanted here.

I adamantly oppose false "choice" options that take funding that should be going to our neediest students and redirect it to students who already have parents involved enough to enroll them. I am also opposed to the devaluing of teachers in our community by undermining their collective bargaining rights. Our city just closed 50 public schools and now for-profit entities are making a grab for money and facilities at the expense of our children. STAY OUT OF MY NEIGHBORHOOD!

We do not need a charter school in the neighborhood. Expand and fix current schools!

I believe in public education funded by taxpayer money. I do not believe our taxes should support private charter schools which have no real accountability.

After 12pm on 9/16/2013, we received a flood of responses to the online version of our Community Survey opposing Passages College Prep and more public high school options in Edgewater. This is a sampling of the comments

Community Survey for Asian Human Services College Preparatory

While I am retired, I am strongly opposed to any Charter Schools in the community. I am tired of the ongoing bashing of Public School teachers and the false promises of charter schools. They attempt to skim the cream, reject the needy and hire people to teach that have not a clue as to how to organize a classroom, much less TEACH!

I am opposed to the gutting of public schools and the undermining of teachers unions through charter schools. I oppose new charter schools in Edgewater and everywhere else.

I do not support charter schools because they are not required to accept/educate students with special needs, limited language, and other at risk issues.

Charter schools are a cancer that's killing education in the USA. They select the children they want to educate, and brag of their success rates. Charter school administrators discard the children who don't fit into their programs. The discarded include the children who need the most help. They use terms such as "zero tolerance" to kick out students who don't conform. Public schools are required by law to take all students. We should invest money in public schools to make sure all children receive the best education.

Please stop stealing public resources for private purposes. 50 public schools were close because charter schools are draining the coffers.

I do not support another Charter School. We need to keep our neighborhood schools in the Edgewater community!

NO MORE CHARTER SCHOOLS IN THIS COMMUNITY!

Charter Schools should not be billed as public schools.

I am against charter expansion in our neighborhood. Charters schools divert urgently needed resources from neighborhood public schools, but do not take all students. Edgewater does not need a charter high school, there are great neighborhood options nearby which would be put at risk if their enrollment declined due to charter expansion. The "no excuses" method of education assumes you need a harsh, disciplinarian model instead of being child-centered, building community and engagement. That's not what I need or want for my children, and resources should not be taken away from our neighborhood schools to support schools with no democratic structures or decisionmaking.

I do not support charter schools

We do not need or want any more charter schools.

NO MORE CHARTER SCHOOLS!

We do not need any more charter schools

WHY DID THEY CLOSE ALL THOSE PUBLIC SCHOOLS AND THEN OPEN CHARTER SCHOOLS? WE DO NOT NEED MORE CHARTER SCHOOLS

We do not need more charter schools. Charter schools circumvent labor contracts, reject special education students and drain money from public education.

We do not need any more charter schools!

NO to any more Charter in Edgewater. Support public schools that we have right now and not open any new ones.

There are already too many charter schools draining funds from the public schools.

NO CHARTER SCHOOLS

After closing so many schools, is there really a need for more high schools?

No more charter schools!

We already have very viable high performing educational options in Edgewater and I am concerned that expanding to high school will weaken the entire educational system as a whole by spreading our resources too thin.

**Section 1.1b
Attachment 2**
After 12pm on 9/16/2013, we received a flood of responses to the online version of our Community Survey opposing Passages College Prep and more public high school options in Edgewater. This is a sampling of the comments

Community Survey for Asian Human Services College Preparatory

Q.#3 There are already two high schools in the community: Senn HS and Rickover Naval Academy. Both public. How many more do we need?

Edgewater has an excellent public high school option. Not only is this unnecessary and a waste of public funds at a time of fiscal crisis,; it draws away from the excellent true public school option already in the community. In context, this is a terrible idea!

Serving and educating a diverse student population to become life-long learners and citizens of the world.

Dear Community Member,

We need your support! Asian Human Services Passages Charter School has been an integral part of the Edgewater community since 2001. Currently, Passages is an elementary school servicing students in grades PK-8. For 12 years, we have successfully provided Passages students with a quality elementary level education however, we must not stop there. In an effort to grow and continue serving our students, **Passages is requesting that community members write a letter of support for the expansion of our school to include grades 9-12 – Asian Human Services Passages College Preparatory!**

Public schools of choice are key to improving public education in America, including here in the Edgewater neighborhood. Passages has effectively strived to be a quality school of choice, as it was named to the 2012 Illinois Honor Roll and given the Academic Improvement Award. In 2012, it was one of only two charter schools in which 100% of 8th grade students met or exceeded state standards in reading on the Illinois Standards Achievement Test. In the class of 2012 90% of students were eligible for admission to selective CPS enrollment programs. Nicole Feinberg, the school's principal, received the 2012-2013 Principals Achievement Award from Chicago Public Schools. Asian Human Services Passages Charter School has proven that we can effectively prepare students for high school. **This expansion will help us go a step further and sufficiently prepare our students for college.**

Asian Human Services College Preparatory will offer a rigorous English Immersion and International education based curriculum. Passages faculty and staff are trained in English as a Second Language skills, as there are currently thirty-three languages represented in the school. **Asian Human Services Passages College Preparatory will use this curriculum to provide every child access to a quality education through increased learning opportunities and programs designed to help each child to succeed.**

To open Asian Human Services Passages College Preparatory we need your help! Asian Human Services, our founder, and American Quality Schools, our management company, are currently working to submit a proposal for expansion to Chicago Public Schools. The proposal requires that we show the support of the Edgewater community. Here is what you can do to help: We need letters of support from you. This letter will show your support for the expansion of the school to include grades 9-12, and why the community and neighborhood needs this high school.

By expanding into a 9-12 high school, Asian Human Services Passages Charter School can continue the culture and community the school fosters in Edgewater. We ask for your support of this most important endeavor. All letters of support may be submitted to Nicole Feinberg, the school's principal at nfeinberg@aq.s.org or by visiting the Passages Charter School website at www.passagescharterschool.com and clicking on the "Letters of Support" link. Support letters to be included in the proposal should be received by no later than Monday, September 16th, 2013.

We look forward to continuing to cultivate learning in the Edgewater community!

Sincerely,

Asian Human Services Passages College Preparatory Proposal Committee



Asian Human Services
4753 N. Broadway
Chicago, IL 60640 Ste. 700
www.ahschicago.org



American Quality Schools
910 W. Van Buren Ste. 500
Chicago, IL 60607
www.aqs.org

Judith V. Gramer
1527 West Chase Avenue
Chicago, IL 60626
773-262-7881
jvg001@sbcglobal.net

9/18/2013

Ms. Nicole Feinberg,
Principal
Passages Charter School
1643 W Bryn Mawr Avenue
Chicago, IL 60660

Dear Ms. Feinberg:

This letter is to thank you for all you and your teachers and staff have done to assist the seven (7) children I represent who attend Passages Charter School. As you know, I am the Program Director for the Burmese Refugee Program at St. Paul's Church by the Lake and for four (4) years you have been assisting me with the children in my refugee population.

Before arriving at Passages, these children were placed in other schools by their case workers after arriving in the US. They knew no English whatsoever, had no background with formal education and most of them were born and raised in the UN refugee camps in Thailand. Neither they nor their parents could even read or write their own language.

Before Passages, they did not learn in their local schools in Chicago. For example, one of my girls was humiliated to be placed in a gym class of all boys because the teachers thought she was a boy. One boy was placed in Spanish language class since it was assumed he was Hispanic. He did not learn English or Spanish, his native language was a Burmese dialect called Karen. I have eleven (11) children in my group and each one was not learning, not moving forward. They were frightened and confused.

When I met them, it became my goal to place these children in schools where they would be supported and taught; in a school where they were safe, not threatened by gangs and violence. My greatest objective was achieved when I was directed to you and Passages Charter School.

Each child at Passages is no longer just surviving, but they are now truly thriving. When we first came to Passages, they tested in the lowest percentiles and now they continue to move steadily upward, some beyond their own grade levels. They have learned to enjoy school, not fear it. They love to read, they are excited about creating science projects, to understand a math equation, to spell and write. I hear the excitement in their voices as they tell me about their day. I speak for them all, not just one or two.

When other children in their neighborhood are lamenting summer is over and school is beginning, our Passages kids can hardly wait to get back to this respected place of learning. They are mesmerized by the school supplies accumulating, the new back packs, the new uniforms and most of all to be back with the teachers they know and friends they have made. The anticipation of returning to school is electrifying.

AB MARATHON
5550 N. ASHLAND
CHICAGO IL, 60640
(773)784-6400

As a small business that has serviced and been a staple in the Edgewater and Andersonville community for over 30 years we have witnessed the many changes to the neighborhood. Being next door neighbors to St. Gregory Parish we have noticed the difference of faculty and students with each school year. For the past few years we have had the privilege of meeting the professional staff, parents and of course the students that are a part of The American Quality Schools Corporation (Passages). Passages has definitely been a breath of fresh air for the community and the neighborhood. On behalf of me and my entire staff we stand behind and support (PASSAGES) in any direction they are looking to go in and we look forward to having another memorable and joyous year with the staff and students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Khamis', written in a cursive style.

Paul Khamis
AB MARATHON

Ms. Nicole Feinberg,
Principal
Passages Charter School
1643 W. Bryn Mawr Avenue
Chicago, IL 60660

September 18, 2013

Dear Ms. Feinberg,

I have been tutoring two of your refugee boys twice a week for more than three years. When I began working with them, they had just completed three years in the Chicago Public Schools and they were entering Passages Charter School as fifth graders. They came to your school unable to read and write. Their first standardized test at Passages put them into the 1st percentile – yes, the 1st percentile! I feared that you would turn them out because of these abysmal results but you didn't. Instead, you kept them and you taught them to read and you taught them to write. You taught them math and science and history. And you taught them pride and a belief in themselves.

After three years at Passages, their work and test scores have begun to approach grade level. I worked with the boys this summer. We read Call of the Wild, Johnny Tremain and A Wizard of Earthsea – a feat impossible for me to image a few years ago. It is remarkable how far they have come in such a short time. They couldn't have done it without the dedicated teachers and staff at Passages. Because of you, they are well on their way to becoming self-reliant citizens of the United States of America.

I understand that there are currently discussions going on about Passages expanding to add grades 9 through 12. I am elated by this possibility. It would allow Passages to continue the path so well begun and bring these boys beyond ESL classes to grade level by the time they graduate from high school. They have enjoyed the only academic success they have known as middle school students at Passages. I believe that their best chance of continuing that success in high school lies with Passages as well. I am convinced that Passages Charter School is in a unique position to make the American dream come true for my boys and the many other refugee children attending your school.

Whatever the outcome, I want you to know that you have my deepest respect and admiration for the work you do. Please extend my sincerest thanks to the teachers, staff and administration of Passages Charter School for what they do each and every day for Chicago's refugee community.

Sincerely,



Celeste Kendall
Sr. Pricing & Business Analyst
ZEBRA TECHNOLOGIES CORPORATION

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Vernon Hills, IL 60061-3109
T: +1 847 793-5847
ckendall@zebra.com
www.zebra.com



Community Partnership Agreement

Asian Human Services Passages Charter School – College Preparatory High School

Date: 9/6/13

School Year: 2014-2015

The mission of the Asian Human Services Passages Charter School is to service and educate a diverse student population to become life-long learners and citizens of the world.

It is through this mission and community partnerships that Asian Human Services Passages Charter School – College Preparatory High School will produce productive student citizens and provide every child access to a quality education through:

- Increased learning opportunities
- Programs designed to help each child to succeed
- Creating a learning environment to meet every child’s needs.

The intent of this partnership is to support student achievement and to provide mutual assistance and benefit through shared information, time, personnel and resources.

The activities outlined below, have been developed collaboratively between the Asian Human Services Passages Charter School – College Preparatory High School and the Community Partner. These activities have been developed with the purpose to offer quality educational opportunities for students.

As partners in education, we pledge our commitment to fulfill and create mutual supportive goals and objectives developed through our partnership.

Partnerships may be formed at any time, and should remain in effect for the duration of a school year. Partners should formalize or renew their partnerships annually by completing a new Community Partnership Agreement Form outlining proposed activities for each new school year.

A partnership has been entered into by Asian Human Services Passages Charter School – College Preparatory High School and Jewel Osco. Both parties have entered into this agreement with the terms as outlined below.

SCHOOL/PROGRAM INFORMATION

Name of School/Program Asian Human Services Passages Charter School
 Address 1643 W. Bryn Mawr
Chicago, IL Zip 60660
 School Partner Coordinator Susan Zigler
 Phone 773-433-3530

PARTNER INFORMATION

Name of Business/Agency/Organization Jewel Osco
 Address 5516 N. Clark St.
Chicago, IL Zip 60640
 CEO/President _____
 Partner Contact Jan Mueller
 Phone 773-728-7730

Proposed Projects/Activities:

Jewel - Osco will continue to foster its existing partnership with Asian Human Services Passages Charter school / Asian Human Services College Prep to provide Nutritional based community support to Passages parents and students. They will explore the possibility of creating a Health and Nutrition Education program.

Both Parties agree to:

- Designate partnership coordinators.
- Provide orientation and training for any personnel/staff/students involved in the program/partnership.
- Conduct an evaluation of the stated objectives.
- Conduct periodic reviews and evaluate the program/partnership at the end of each school year to determine the feasibility of continuing the program/partnership.
- This agreement can be modified or terminated at the discretion of either party.

The Community Partner and School Partner shown above do hereby agree to form a School-Community Partnership and to work together for the benefit of education and the community-at-large by enriching the curriculum, ensuring the quality of education necessary for economic growth, strengthening the future workforce and/or increasing support for and confidence in public education throughout the community.

Jan Muller

Signature of Community Partner

Store Director

Title

9/6/13

Date

Susan Ziegler

Signature of School/Program Partner Coordinator

Assistant Principal 9/6/13

Title

Date



Community Partnership Agreement

Asian Human Services Passages Charter School – College Preparatory High School

Date: 9-6-13

School Year: 2014-2015

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- Programs designed to help each child to succeed
- Creating a learning environment to meet every child’s needs.

The intent of this partnership is to support student achievement and to provide mutual assistance and benefit through shared information, time, personnel and resources.

The activities outlined below, have been developed collaboratively between the Asian Human Services Passages Charter School – College Preparatory High School and the Community Partner. These activities have been developed with the purpose to offer quality educational opportunities for students.

As partners in education, we pledge our commitment to fulfill and create mutual supportive goals and objectives developed through our partnership.

Partnerships may be formed at any time, and should remain in effect for the duration of a school year. Partners should formalize or renew their partnerships annually by completing a new Community Partnership Agreement Form outlining proposed activities for each new school year.

A partnership has been entered into by Asian Human Services Passages Charter School – College Preparatory High School and ADRIATIC RESTAURANT. Both parties have entered into this agreement with the terms as outlined below.

SCHOOL/PROGRAM INFORMATION

Name of School/Program Asian Human Services Passages Charter School
 Address 1643 W. Bryn Mawr
Chicago, IL Zip 60660
 School Partner Coordinator Susan Zigler
 Phone 773-433-3580

PARTNER INFORMATION

Name of Business/Agency/Organization ADRIATIC RESTAURANT
 Address 5553 N. CLARK ST.
CHICAGO Zip 60640
 CEO/President TANJA
 Partner Contact 773-828-8889
 Phone _____

Proposed Projects/Activities:

Adriatic Cafe will continue to provide in kind donations to support community outreach initiatives. Adriatic Cafe in conjunction with Asian Human Services Passages Charter School / Asian Human Services College Prep will also explore the possibility of integrating cultural awareness through the Passages international curriculum.

Both Parties agree to:

- Designate partnership coordinators.
- Provide orientation and training for any personnel/staff/students involved in the program/partnership.
- Conduct an evaluation of the stated objectives.
- Conduct periodic reviews and evaluate the program/partnership at the end of each school year to determine the feasibility of continuing the program/partnership.
- This agreement can be modified or terminated at the discretion of either party.

The Community Partner and School Partner shown above do hereby agree to form a School-Community Partnership and to work together for the benefit of education and the community-at-large by enriching the curriculum, ensuring the quality of education necessary for economic growth, strengthening the future workforce and/or increasing support for and confidence in public education throughout the community.

[Signature]
Signature of Community Partner

MANAGER 9-6-13
Title Date

[Signature]
Signature of School/Program Partner Coordinator

Assistant Principal 9/24/13
Title Date

Assessment, Promotion and Requests for Information

Report Cards

Students receive a report card once per quarter. It is the responsibility of the parent/guardian to pick up their child's report card. If a report card is not picked up by a parent/guardian the school will 1) call by phone and/or 2) send a letter by mail. If a report card is not picked up the parent/guardian must meet with the Principal prior to sending their child back to school.



Promotion

The curriculum of Passages Charter School is rigorous. It is the intention of the schools to promote preparedness for each child to progress through the grade levels successfully.

Any child who is not prepared to exit a grade level will not be permitted to continue on to the next grade until they have attained adequate achievement in their present grade.

Students who receive a final grade of "D" will be required to attend summer school.

Students who receive a final grade of "F" in Reading and/or Mathematics will not be promoted to the following grade.

Student classification is the final decision of the school Principal.

****Minimum satisfactory score on the ISAT and NWEA will be required for promotion to the next grade level beginning in 3rd grade.****

Requests for Information

All requests for student records must be made in writing or via e-mail to a Team Leader. No requests for records will be taken over the phone. The school will need 48 hours to complete any request for information. Please take this time frame into consideration when placing a request.

Discipline Policy Enforcement

Policy Statement

The American Quality Schools Corporation, the managing organization of Asian Human Services Passages Charter School, is responsible for establishing and carrying out the following discipline policy. It is in stating this that AQS wishes to ensure that the school environment is safe for all Passages students. Furthermore, AQS expects all Passages students to accept full responsibility for their actions and behavior.

Passages Discipline Code

Passages expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment which promotes Passages' philosophy of providing a college preparatory education for all students.

The Passages discipline code applies to the actions of students during school hours, before and after school, while on school property, at all Passages sponsored events and when the actions affect the mission of Passages. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct disrupts the orderly educational process at Passages.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. Passages' staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, Passages' staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

CATEGORY I

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall or school building or premises
- Persistent tardiness to school or class
- Loitering in the hallway
- Lying to school personnel
- Failing to abide by school dress code

Students who commit any of these acts are subject to a teacher-student conference as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum 1 day suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

CATEGORY II

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at Passages:

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting or threatening any student or staff member
- Visible carrying of cell phones, pagers or other electronic devices
- Leaving the classroom or school grounds without permission
- Cheating
- Plagiarism
- Bullying, including verbal harassment
- Forgery

- Inappropriate touching of another student
- Roughhousing/horseplay
- Persistent tardiness
- Tagging of books, folders, or notebooks
- Initiating or participating in any unacceptable minor physical actions against another student
- Disrespect of school staff members

Students who commit any of these acts are subject to 1 after school or Saturday in-school detention and teacher-student conference as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a 5 day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by AQS's staff. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

CATEGORY III

These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, to following:

- Fighting or threatening any student or staff member
- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property/graffiti
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations/sexual harassment
- Use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, weapon contraband or look alike weapon contraband/drugs
- Overt display of gang affiliation (wearing clothing or displaying paraphernalia, the display of gang signs, symbols and signals that signifies or exhibits an individual's affiliation with a gang)

- Use of intimidation, credible threats of violence, coercion or persistent bullying
- Bomb threat
- Inappropriate sexual conduct during school hours, which includes kissing, touching and comments

Students who commit any of these acts are subject to a maximum 10-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public or school service as commensurate with the seriousness of offense(s).

SUSPENSION AND EXPULSION

When a student's misconduct results in the need to suspend or expel a student, the following procedures shall be followed:

- A. **Suspension Not Exceeding 10 School Days:** Students suspended for 10 days or less shall be afforded due process in the following manner:

The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

- B. **Suspension In Excess of 10 Days and Expulsion:** Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

Asian Human Services Passages Charter School will request that the student's parents or guardian appear before the Education Board of Directors, an appointed hearing officer, or a Board representative. Such requests will be made by registered or certified mail and state the time, place and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least 1 school official, and Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify.

PROCEDURAL DISCIPLINE GUIDE FOR STUDENTS WITH DISABILITIES

AQS's staff may suspend students with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

- 1. AQS staff must provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to discipline the student. School must also provide parent/guardian/surrogate with a written copy of Notice of Procedural Safeguards.**
- 2. The IEP team must:**
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is a manifestation of a student's disability if:**
 - 1) The conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or**
 - 2) The conduct in question was the direct result of the school's failure to implement the student's IEP.**
 - B. Review and revise, if necessary, the student's existing behavior intervention plan or, develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct for which the student is being disciplined.**
 - C. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.**
 - D. Determine the appropriateness of an interim educational setting.**

If the student's behavior is not a manifestation of the disability, school staff may apply the Student Code of Conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur.

Without regard to whether the behavior is determined to be a manifestation of the student's disability, the student's placement may be changed to an appropriate interim educational setting for not more than 45 instructional days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or inflicted serious bodily injury upon another person while at school, on school premises, or a school function under the jurisdiction of the department of education or a public agency.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by AQS staff with the Chicago Public Schools Department of Due Process is absolutely necessary. Without such consultation and approval from the Department, the current procedures limiting suspensions from disabled students to 10 days in a school year will continue to apply.

Anti-Bullying/Harassment Policy

American Quality Schools and Asian Human Services Passages Charter School are committed to protecting our students and employees from bullying, harassment, or discrimination of any kind. We believe that all students and employees are entitled to a safe, non-threatening and harassment-free school experience, and demonstration of appropriate behavior and respect, and refusing to tolerate bullying or harassment of any kind is expected of students, administrators, faculty, staff and volunteers at all times.

Bullying, harassment and discrimination will not be tolerated and will be cause for immediate disciplinary, and possibly legal, action.

This anti-bullying/harassment policy is designed to provide awareness, intervention, training and instructional strategies on bullying and harassment prevention and to provide direct follow up when incidents are reported and/or occur.

Definitions:

- A. Bullying:** Is defined as systematically and chronically inflicting physical hurt and/or psychological distress on one or more persons. Bullying is a form of harassment and may be characterized by: unwanted, purposeful written, verbal, nonverbal or physical behavior that has the potential to create an intimidating, hostile or offensive educational environment, or cause long term damage, humiliation, discomfort, or to interfere with the individual's school performance or participation. Bullying may involve, but is not limited to:
1. Unwanted teasing
 2. Threatening
 3. Intimidating
 4. Stalking
 5. Physical violence
 6. Sexual, religious, ethnic or racial harassment
 7. Public humiliation
 8. Rumor or spreading of falsehoods
- B. Harassment:** Is threatening, insulting or dehumanizing gestures, use of technology, written, verbal or physical conduct against a student or employee that:
- Places that person in reasonable fear of harm to his/her person or damage to his/her property.
 - Negatively affects that person's emotional or social well-being.
 - Interferes with educational or work performance, opportunities or benefits.
 - Substantially disrupts the orderly operation of the school.
- C. Cyber bullying:** Is willful and repeated harassment and intimidation of a person(s) in any of the above stated ways, through the use of digital technologies including, but not limited to, e-mail, blogs, texting, social websites, chat rooms, instant messaging or video voyeurism.

Asian Human Services Passages Charter School expects all students and staff to conduct themselves in a manner that stands within the guidelines of the six pillars of Character Counts, which includes demonstrating proper regard for the rights and welfare of others at all times.

Asian Human Services Passages Charter School believes that the best discipline is self-imposed, and that it is the responsibility of the staff to use disciplinary interventions and PBIS as opportunities for helping students learn to assume responsibility and the consequences of their behavior.

Since bystander support of bullying can encourage these behaviors, Asian Human Services Passages Charter School prohibits both active AND passive support for acts of bullying and/or harassment. Staff should encourage and support students who walk away from these acts when they see them, and report them to the designated authority.

American Quality Schools requires that all school administrators develop and implement procedures that ensure both the appropriate consequences AND remedial responses to a student or staff member who commits an act of bullying. The following factors, at a minimum, shall be given consideration by administrators when developing the procedures for determining appropriate consequences and remedial measures for each act of bullying:

Factors for Determining Consequences:

- Age, development, and maturity level of parties involved
- Degree of harm
- Nature and severity of the behavior(s)
- Incidences of past or continuing patterns of behavior(s)
- Context in which the alleged incident occurred.

Examples of Consequences:

- Admonishment
- Temporary removal from classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to Assistant Director, Director, or designee
- In-school suspension
- Out of school suspension
- Expulsion
- Legal action

American Quality Schools requires the Director (or designee) at each school to be responsible for receiving alleged complaints regarding violation of this policy. All school employees are required to report alleged violations of this policy to the Director/designee. All other members of the school community are encouraged to report alleged violations of this policy. Reports may be made anonymously, but formal disciplinary action MAY NOT be based solely on the basis of an anonymous report.

American Quality Schools requires the Director/designee to be responsible for determining whether an act constitutes violation of this policy. That designated person shall conduct a prompt, thorough and complete investigation to be completed within three school days after a report or complaint is made.

American Quality Schools prohibits retaliation against any person who reports an act of harassment or bullying as well as any person who falsely accuses another as a means of harassment or bullying. The consequences and appropriate remedial action for doing so shall be determined by the administrator.

American Quality Schools requires all schools to annually disseminate this policy to all school staff, students, and parents along with a statement explaining that it applies to all applicable acts of bullying or harassment that occur on school property, at school-supervised events, on a school bus, or walking to and from school.

American Quality Schools reserves the right to act as a witness and a complainant by filing a criminal charge against any person who willingly and intentionally violates this policy or aids and abets another in the violation of this policy.

In cases of cyber bullying, this policy applies to all students of AQS who partake in any kind of bullying or harassment by means of any type of digital technology regardless from where the technology emanates.

All information regarding this policy against bullying and harassment must be incorporated into each school employee training program and handbook.



Deb Gerdes

Experience:

Program Director for PBL
Illinois Math & Science Academy
1998 – Present (14 years)

6th grade Math and English teacher
Knoxville Junior High School
1977 – 1998 (21 years)

Education:

Western Illinois University
MS, Elementary Math Education
1989

Illinois State University
1971 – 1975

Christopher Community High School
1967 – 1971

Additional Information:

Interests:

Problem-based learning, teacher professional development, constructivism

Groups and Associations:

ASCD, NSDC, ASCD PBL Network (facilitator), ACT

As Project Director for PBL at IMSA, Deb Gerdes conducts workshops in PBL design and coaching for teachers throughout Illinois, consults with districts throughout the country, and mentors PBL practitioners internationally via email. She also collaborates with IMSA faculty who implement PBL and designs PBL learning opportunities embedded in other programs provided by IMSA. Prior 1998 when she began her work in this role, Deb taught middle school mathematics and English and was involved in IMSA's PBL institutes for three years. She holds an M.S. in Elementary Education with an emphasis in mathematics, a B.S.(Ed.) in English with a mathematics minor, and a secondary teaching certificate for mathematics and English.

Rick Jasculca

Chairman and CEO



For over four decades, Rick Jasculca has been a leader in the field of strategic communications and special events management, first as an executive of an independent Chicago-based public relations firm, and, since 1981, as CEO of public affairs firm of Jasculca Terman.

Independent of his career path in strategic communications, Rick has twice served as a special consultant to The White House—first as both Press Lead and Lead Advance to the Carter White House, then for eight years as Senior Lead Advance to both President Bill Clinton and First Lady Hillary Rodham Clinton. In the latter capacity, Rick served as White House Project Coordinator for the 1994 Summit of the Americas in South Florida, the Wye River Middle East Peace Talks and the inaugural Save America's Treasures Tour; Advance Lead for The President for the G-8 Summits in Naples, Italy-Birmingham, England-and Okinawa, Japan; and Advance Lead for the First Lady for Hillary's Clinton first solo overseas trip to India, as well as her historic 1995 speech at the UN Women's Conference in Beijing.

Rick continues to organize international missions, both for former President Jimmy Carter and The Carter Center, as well as for The Elders, a group of high profile elder statesmen and women who work together on some of the most intractable global problems, from the Middle East to Darfur.

In his capacity of CEO for JT, Rick provides strategic counsel at the highest level to many of the firm's corporate, institutional, not-for-profit and governmental clients.



Michelle Kolar

Executive Director for Professional Field Services at Illinois Mathematics and Science Academy

Experience:

July 2008 – Present (4 years 2 months)

Kids Institute Coordinator

[Illinois Mathematics and Science Academy](#)

Government Agency; 201-500 employees; Higher Education industry

June 2005 – June 2008 (3 years 1 month)

Kids Institute Science Specialist

[Illinois Mathematics and Science Academy](#)

Government Agency; 201-500 employees; Higher Education industry

February 2005 – May 2005 (4 months)

Center for Learning Coordinator

[SciTech Hands On Science Center](#)

Nonprofit; 11-50 employees; Education Management industry

January 2004 – January 2005 (1 year 1 month)

EcoWatch Coordinator

[The Field Museum](#)

Nonprofit; 201-500 employees; Museums and Institutions industry

2001 – 2002 (1 year)

Museum in the Classroom Coordinator

[Shedd Aquarium](#)

Nonprofit; 201-500 employees; Museums and Institutions industry

1998 – 2000 (2 years)

School Program Educator

[Shedd Aquarium](#)

Nonprofit; 201-500 employees; Museums and Institutions industry

1997 – 1998 (1 year)

Museum in the Classroom Assistant for Technology

[Brookfield Zoo](#)

Nonprofit; 501-1000 employees; Museums and Institutions industry

January 1997 – July 1997 (7 months)

Education:

Western Illinois University
BS, Biology
1989 – 1994
National-Louis University
Education

Groups and Associations:



[Alliance for STEM Education](#)



[Association for Supervision and Curriculum Development](#)



[Chicago Council on Science and Technology](#)



[Coalition for Science After School](#)



[International Society for Technology in Education](#)



[NSF Media & Informal Science Learning](#)



[NSTA Informal Science](#)



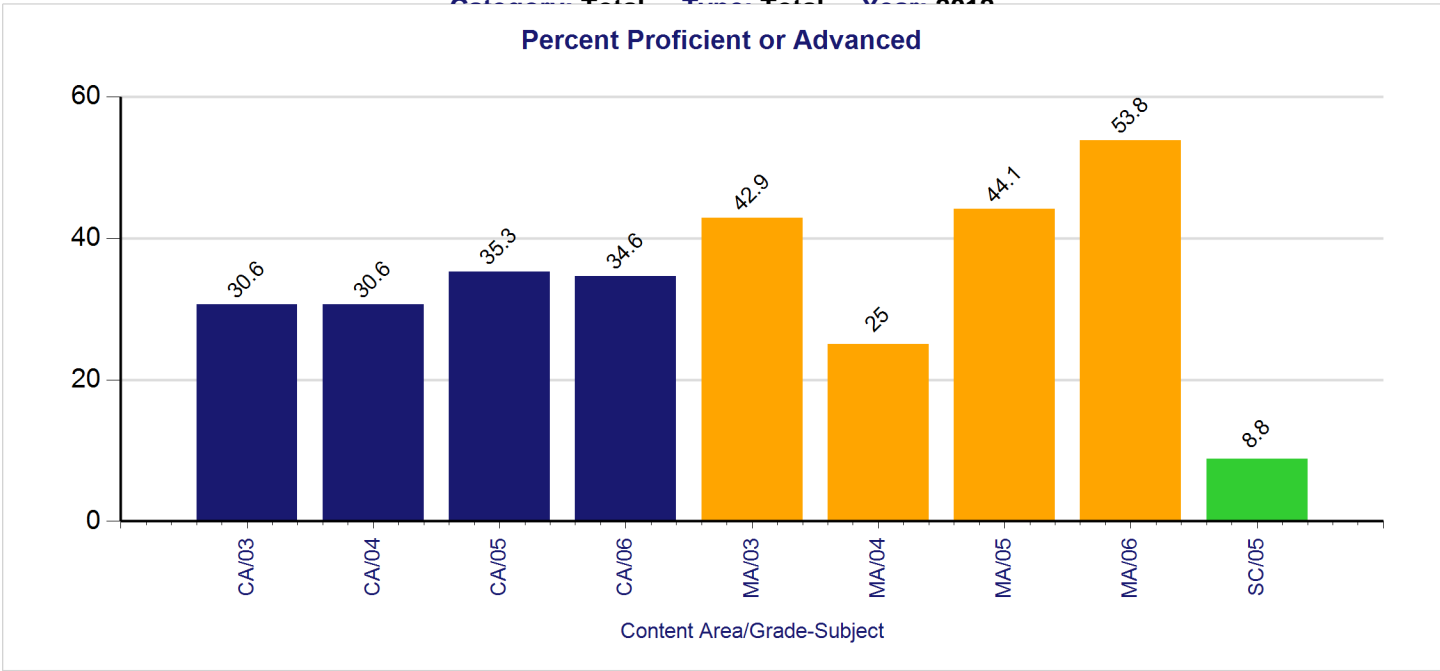
[National Science Teachers Associ](#)




**Missouri Assessment Program
Achievement Level**

District: CARONDELET LEADERSHIP ACADEMY (115915) Summary Level: CARONDELET LEADERSHIP ACADEMY (6975)

Category Total Test Total Year 2010




DOE HOME



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COMPASS

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Search

Advanced Search
State Report

Thea Bowman Leadership Academy (4022)

975 W 6th Ave
Gary, IN 46402-0000
Phone: (219) 883-4826 Fax: (219) 883-1931
[School Homepage](#)

Principal: Gwendolyn Griffith-Adell
gade1@acs.org
Grade Levels KG - 12
Accreditation Status: Charter Accredited



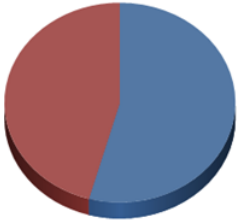
Overview
Enrollment & Attendance
Student Performance
Accountability
School Personnel

IREAD-3
ISTEP+
ECA
Graduates
SAT & ACT
College & Career Readiness
LAS Links

ISTEP+ Overview

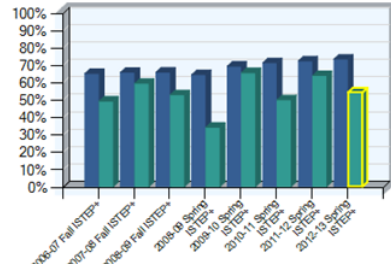
Year: 2012-13 Subject: Both English/Language Arts and Math Grade: All Grades

ISTEP+ 2012-13



Pass
 Did Not Pass

ISTEP+ Percent Passing Trend




Indiana
 School

[Growth Model Report](#)


2010-11 Spring ISTEP+ result data is preliminary.

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Superintendent of Public Instruction

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Where we are and where we are heading.

Search School and Corporation Reports

Search


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[State Report](#)

East Chicago Urban Enterprise Acad (3935)

1402 E Chicago Ave
East Chicago, IN 46312-0000
Phone: (219) 392-3650 Fax: (219) 392-3652

Principal: Mrs Charlotte Jackson
cjackson@ecs.org
Grade Levels KG - 08
Accreditation Status: Charter Accredited

Lake County
Charter School



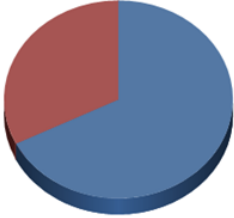
Overview
Enrollment & Attendance
Student Performance
Accountability
School Personnel

IRI-3
ISTEP+
ECA
Graduates
SAT & ACT
College & Career Readiness
LAS Links

ISTEP+ Overview

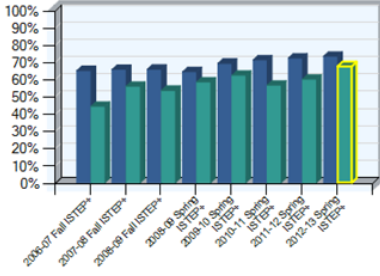
Year: 2012-13 Subject: Both English/Language Arts and Math Grade: All Grades

ISTEP+ 2012-13



Pass
 Did Not Pass

ISTEP+ Percent Passing Trend




Indiana
 School

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2010-11 Score ISTEP+ result data is preliminary

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Xavier School of Excellence (7571)

3423 S Michigan South Bend, IN 46614-0000 Phone: (574) 231-6600 Fax: (574) 231-6640 School Homepage	Principal: Tania Grimes tgrimes@xacs.org Grade Levels KG - 08 Accreditation Status: Charter Accredited	Hamilton County Charter School 
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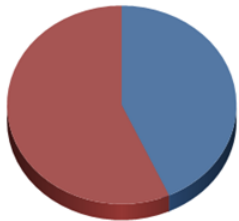
[Overview](#)
[Enrollment & Attendance](#)
[Student Performance](#)
[Accountability](#)
[School Personnel](#)

[IREAD-3](#)
[ISTEP+](#)
[ECA](#)
[Graduates](#)
[SAT & ACT](#)
[College & Career Readiness](#)
[LAS Links](#)

ISTEP+ Overview

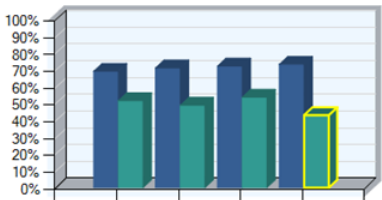
Year: Subject: Grade:

ISTEP+ 2012-13



■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend




■ Indiana ■ School

[Growth Model Report](#)

2010-11 Spring ISTEP+ result data is preliminary.

DOE HOME

 **GLEND A RITZ**
Superintendent of Public Instruction

Compass Help AYP PL221 Grad Rate

DOE COMPASS Search School and Corporation Reports
Where we are and where we are heading.


Advanced Search State Report

Discovery Charter School (6824)

800 Canonic Dr
Porter, IN 46304-0000
Phone: (219) 983-9800 Fax: (219) 929-5723
[School Homepage](#)

Principal: Mr Ernesto Martinez
smartinez@acs.org
Grade Levels KG - 08
Accreditation Status: Charter Accredited

Porter County
Charter School



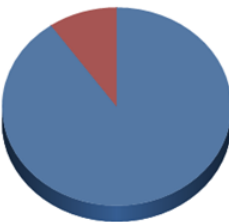
Overview | **Enrollment & Attendance** | **Student Performance** | **Accountability** | **School Personnel**

IREAD-3 | ISTEP+ | ECA | Graduates | SAT & ACT | College & Career Readiness | LAS Links

ISTEP+ Overview

Year: 2012-13 Subject: Both English/Language Arts and Math Grade: All Grades

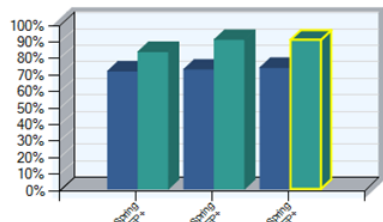
ISTEP+ 2012-13



Category	Percentage
Pass	~85%
Did Not Pass	~15%

■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend



Year	Indiana (%)	School (%)
2010-11 Spring ISTEP+	~75%	~85%
2011-12 Spring ISTEP+	~75%	~90%
2012-13 Spring ISTEP+	~75%	~90%

■ Indiana ■ School

[Growth Model Report](#)

2010-11 Spring ISTEP+ results by school type

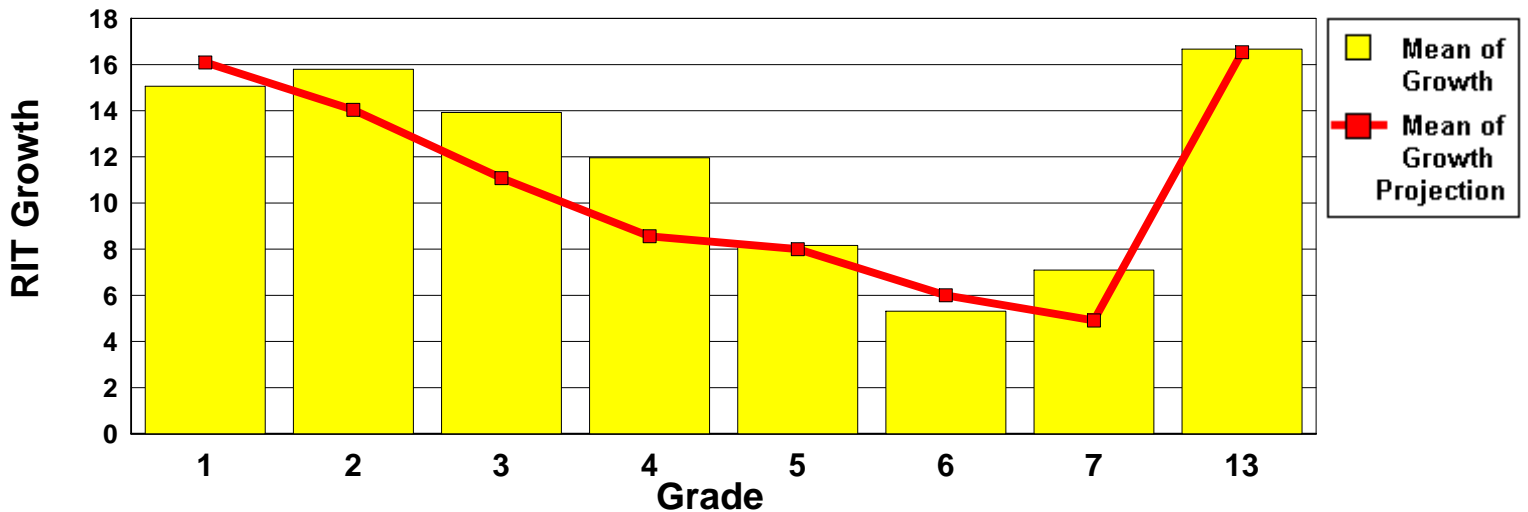
Student Growth Summary - Fall 2012 to Spring 2013

School: Carondelet Leadership Academy

*(Small Group Summary Display is OFF)

Mathematics		Fall 2012		Spring 2013		Growth			Mean **			Count Meeting Growth Projection	Percent Meeting Growth Projection
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection		
Grade (Spring 2013)	Count												
Grade 1	66	162.1	11.1	177.2	11.3	15.1	5.4	0.7	16.1	-1.0	93.6	27	40.9
Grade 2	53	171.4	10.1	187.2	11.3	15.8	6.5	0.9	14.0	1.8	112.5	36	67.9
Grade 3	38	187.7	12.6	201.6	12.2	13.9	5.1	0.8	11.1	2.8	125.7	28	73.7
Grade 4	25	199.9	11.6	211.9	13.4	12.0	7.0	1.4	8.6	3.4	139.7	16	64.0
Grade 5	31	205.3	13.7	213.5	14.5	8.2	6.1	1.1	8.0	0.2	102.0	14	45.2
Grade 6	32	216.0	13.2	221.3	13.0	5.3	5.6	1.0	6.0	-0.7	88.5	15	46.9
Grade 7	22	218.0	16.1	225.1	14.6	7.1	4.7	1.0	4.9	2.2	144.4	16	72.7
Grade 13	60	139.4	10.0	156.1	10.9	16.7	6.2	0.8	16.5	0.1	100.8	33	55.0

Mathematics



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** All projections based on the most recent NWEA RIT Scale Norms study.

Student Growth Summary - Fall 2012 to Spring 2013

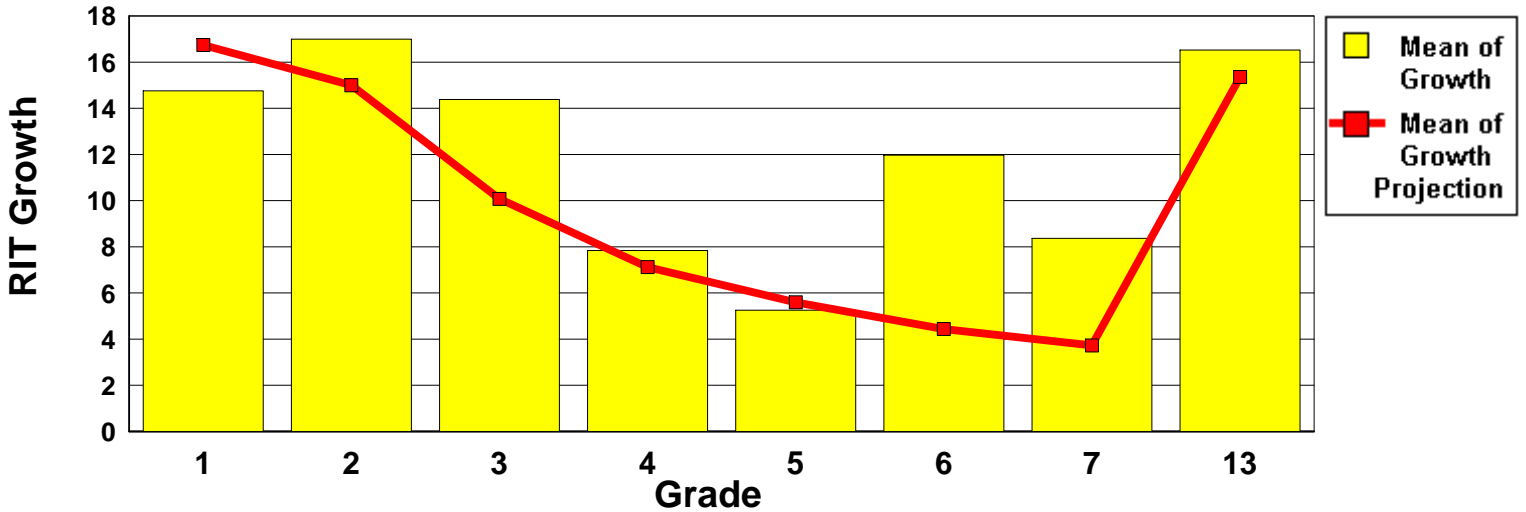
Section 2.2b
Attachment 7

School: Carondelet Leadership Academy

*(Small Group Summary Display is OFF)

Reading		Fall 2012		Spring 2013		Growth			Mean **			Count	Percent
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 1	66	160.3	12.9	175.0	14.3	14.7	7.4	0.9	16.7	-2.0	88.1	26	39.4
Grade 2	53	165.8	12.9	182.8	15.1	17.0	7.8	1.1	15.0	2.0	113.3	32	60.4
Grade 3	39	181.7	16.7	196.1	16.6	14.4	8.8	1.4	10.1	4.3	142.7	29	74.4
Grade 4	25	196.9	14.0	204.8	14.3	7.9	6.3	1.3	7.1	0.7	110.1	13	52.0
Grade 5	32	198.2	15.4	203.4	14.3	5.2	6.9	1.2	5.6	-0.3	93.9	15	46.9
Grade 6	32	203.6	15.4	215.5	13.4	11.9	7.7	1.4	4.4	7.5	269.7	27	84.4
Grade 7	22	208.6	15.5	217.0	13.5	8.4	6.6	1.4	3.7	4.6	224.4	18	81.8
Grade 13	59	138.8	9.2	155.4	10.9	16.6	7.0	0.9	15.4	1.2	107.6	37	62.7

Reading



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Student Growth Summary - Fall 2012 to Spring 2013

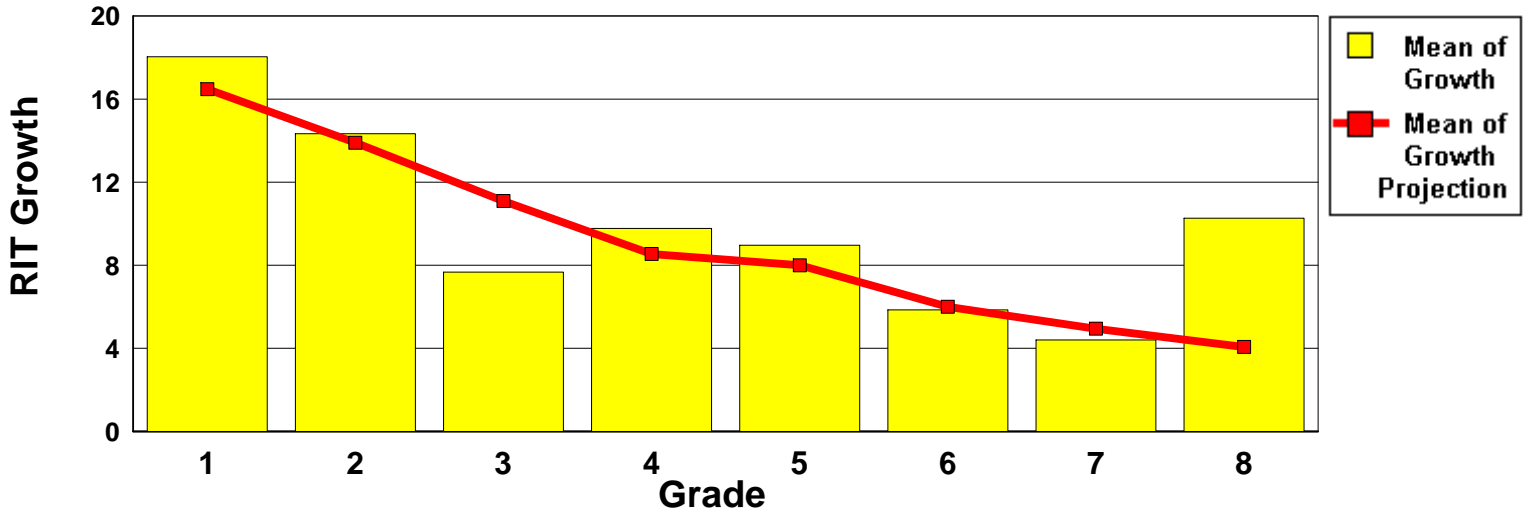
Section 2.2b
Attachment 7

School: Xavier

*(Small Group Summary Display is OFF)

Mathematics		Fall 2012		Spring 2013		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 1	52	159.6	12.8	177.7	10.7	18.1	8.1	1.1	16.5	1.6	109.5	32	61.5
Grade 2	30	172.4	13.0	186.8	10.6	14.4	9.3	1.7	13.9	0.4	103.1	12	40.0
Grade 3	33	189.3	9.1	197.0	11.2	7.7	8.0	1.4	11.1	-3.4	69.1	11	33.3
Grade 4	35	199.5	11.7	209.3	12.0	9.8	6.4	1.1	8.5	1.2	114.4	19	54.3
Grade 5	27	206.9	12.3	215.9	14.2	9.0	6.8	1.3	8.0	1.0	112.0	18	66.7
Grade 6	33	210.7	12.7	216.5	11.2	5.8	6.9	1.2	6.0	-0.2	97.5	15	45.5
Grade 7	37	217.8	13.2	222.2	14.4	4.4	10.2	1.7	4.9	-0.5	91.6	18	50.0
Grade 8	15	217.6	27.2	227.9	14.6	10.3	18.8	4.8	4.1	6.2	252.5	8	53.3

Mathematics



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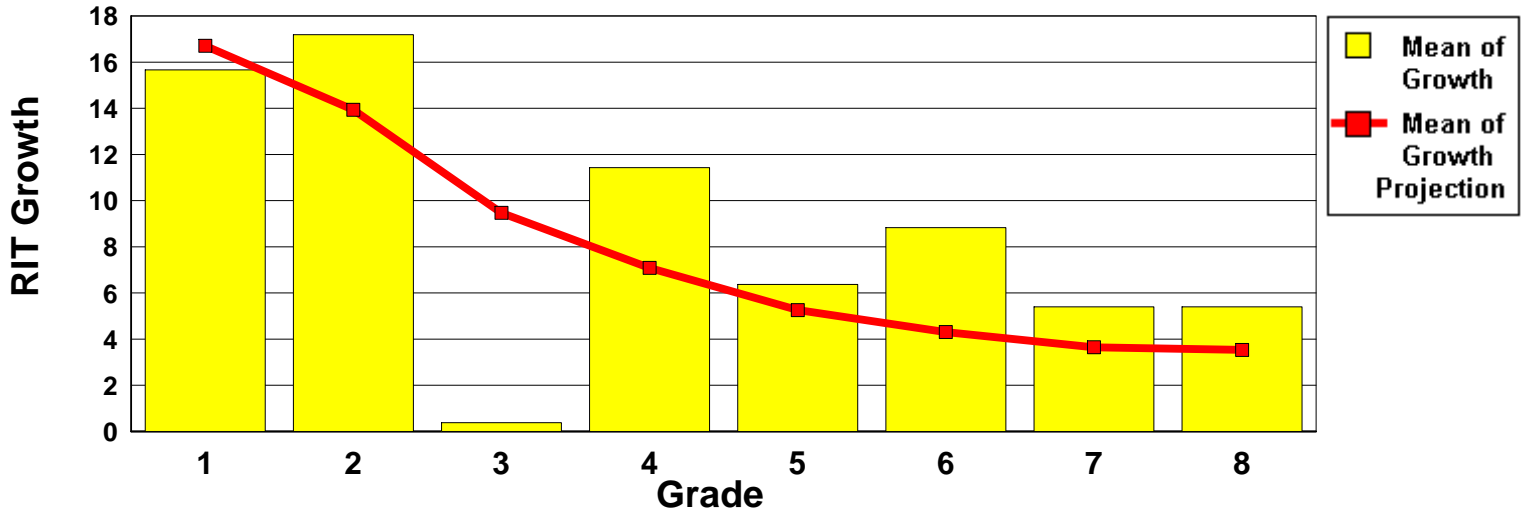
Student Growth Summary - Fall 2012 to Spring 2013

School: Xavier

*(Small Group Summary Display is OFF)

Reading		Fall 2012		Spring 2013		Growth			Mean **			Count	Percent
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 1	51	158.6	10.3	174.3	11.7	15.7	7.7	1.1	16.7	-1.0	93.8	25	49.0
Grade 2	31	173.5	15.6	190.7	14.0	17.2	10.2	1.8	13.9	3.3	123.4	21	67.7
Grade 3	34	189.1	11.9	189.5	14.2	0.4	10.8	1.9	9.5	-9.1	4.0	7	20.6
Grade 4	35	196.3	13.0	207.7	11.5	11.4	9.0	1.5	7.1	4.3	161.3	26	74.3
Grade 5	27	205.6	12.1	212.0	12.1	6.4	6.7	1.3	5.3	1.1	121.1	16	59.3
Grade 6	36	204.9	12.0	213.7	10.2	8.8	8.2	1.4	4.3	4.5	205.2	27	75.0
Grade 7	35	210.8	13.3	216.2	13.6	5.4	9.0	1.5	3.6	1.8	152.4	21	61.8
Grade 8	15	213.4	13.6	218.8	13.4	5.4	7.8	2.0	3.5	1.9	152.8	10	66.7

Reading



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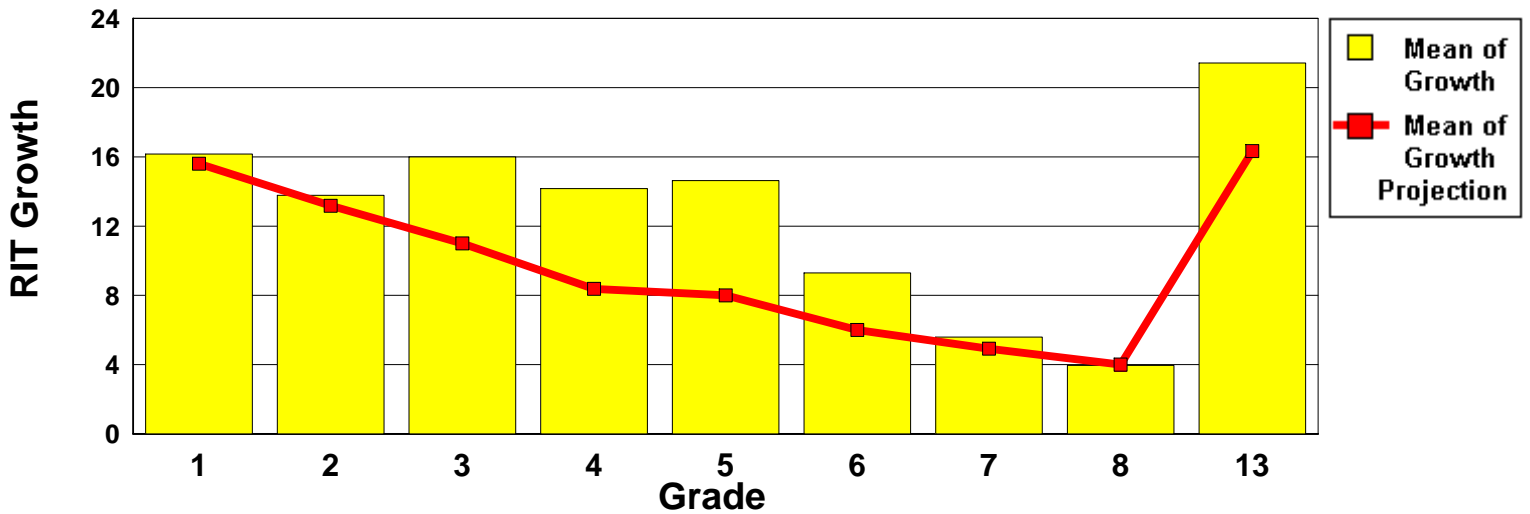
Student Growth Summary - Fall 2012 to Spring 2013

School: East Chicago Urban Enterprise Academy

*(Small Group Summary Display is OFF)

Mathematics		Fall 2012		Spring 2013		Growth			Mean **			Count	Percent
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projector
Grade 1	48	164.9	10.4	181.0	11.4	16.1	8.8	1.3	15.6	0.6	103.6	28	58.3
Grade 2	51	177.8	8.5	191.6	9.8	13.8	9.1	1.3	13.2	0.6	104.6	31	60.8
Grade 3	43	191.3	10.1	207.3	8.8	16.0	8.3	1.3	11.0	5.0	145.5	33	76.7
Grade 4	48	196.1	10.4	210.3	11.5	14.2	8.4	1.2	8.4	5.8	169.2	35	72.9
Grade 5	49	207.7	15.0	222.4	14.1	14.7	10.2	1.5	8.0	6.6	182.9	39	79.6
Grade 6	44	212.2	12.9	221.5	11.7	9.3	6.3	0.9	6.0	3.3	154.9	31	70.5
Grade 7	49	218.2	13.0	223.8	12.5	5.6	7.3	1.0	4.9	0.7	113.7	27	55.1
Grade 8	45	234.6	12.3	238.6	12.0	4.0	5.9	0.9	4.0	0.0	98.9	23	51.1
Grade 13	45	141.2	9.4	162.6	11.8	21.4	7.1	1.1	16.3	5.1	131.2	37	82.2

Mathematics



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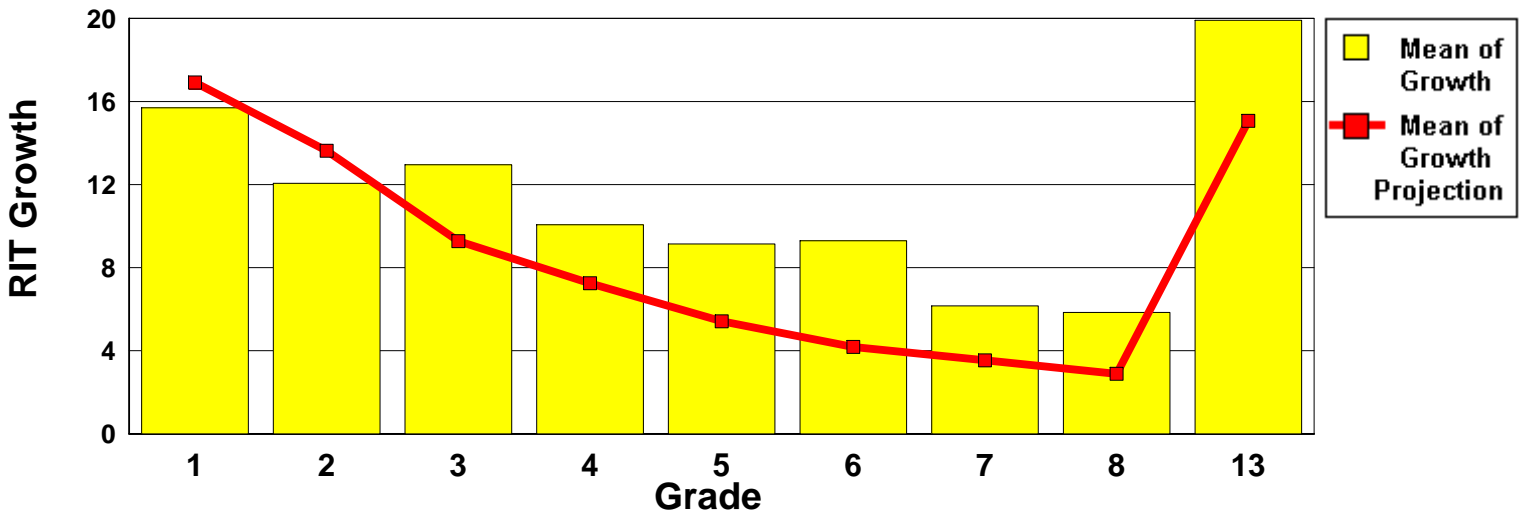
Student Growth Summary - Fall 2012 to Spring 2013

School: East Chicago Urban Enterprise Academy

*(Small Group Summary Display is OFF)

Reading		Fall 2012		Spring 2013		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 1	46	164.5	10.8	180.2	10.4	15.7	6.5	1.0	16.9	-1.2	92.8	20	43.5
Grade 2	51	176.5	12.9	188.6	11.4	12.1	9.1	1.3	13.6	-1.6	88.5	28	54.9
Grade 3	43	190.2	10.6	203.2	13.5	13.0	9.3	1.4	9.3	3.7	139.6	32	74.4
Grade 4	48	193.9	12.2	204.0	10.4	10.1	7.2	1.0	7.3	2.8	138.8	33	68.8
Grade 5	50	204.0	14.6	213.1	13.8	9.1	9.6	1.4	5.4	3.7	168.6	38	76.0
Grade 6	44	205.7	11.1	215.0	12.1	9.3	8.2	1.2	4.2	5.1	222.3	34	77.3
Grade 7	50	213.5	13.6	219.7	12.8	6.2	7.9	1.1	3.5	2.6	174.0	35	70.0
Grade 8	45	222.9	10.4	228.8	10.3	5.9	6.6	1.0	2.9	3.0	202.3	35	77.8
Grade 13	45	143.2	8.2	163.1	10.8	19.9	8.1	1.2	15.1	4.8	132.2	35	77.8

Reading



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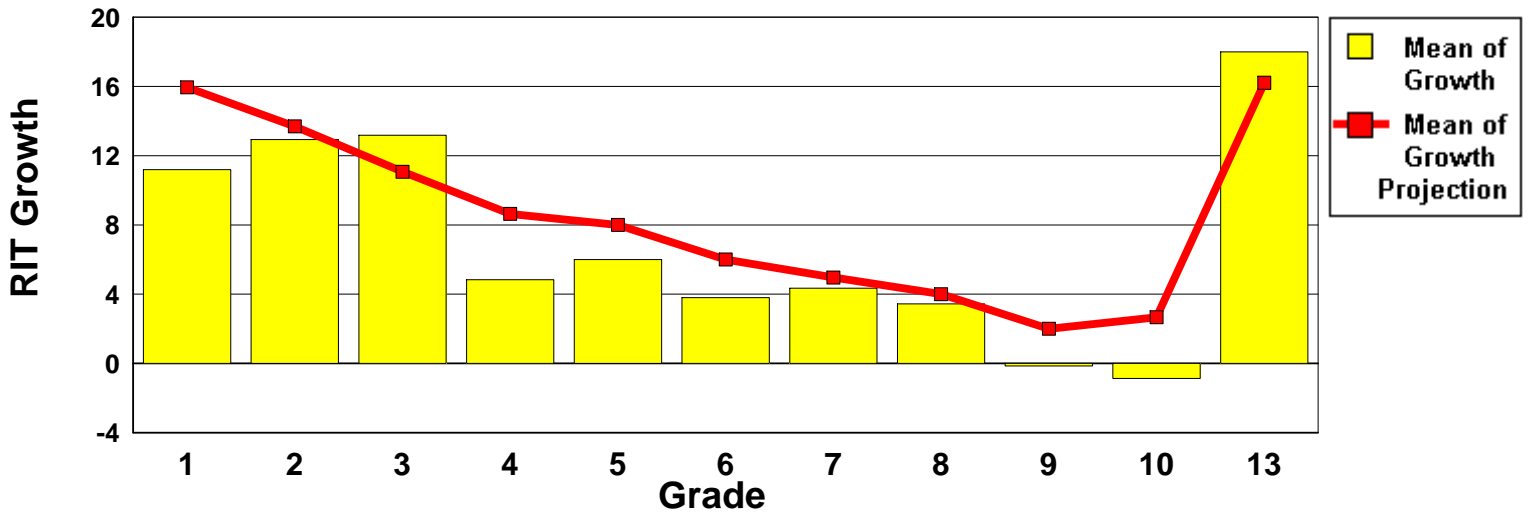
Student Growth Summary - Fall 2012 to Spring 2013

School: Thea Bowman Leadership Academy

*(Small Group Summary Display is OFF)

Mathematics		Fall 2012		Spring 2013		Growth			Mean **			Count	Percent
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 1	99	162.8	9.1	174.0	8.4	11.2	5.6	0.6	15.9	-4.8	70.9	19	19.4
Grade 2	101	173.9	8.9	186.8	8.2	12.9	5.8	0.6	13.7	-0.8	94.4	50	49.5
Grade 3	98	191.5	9.2	204.7	9.5	13.2	6.1	0.6	11.1	2.1	120.3	62	63.9
Grade 4	91	200.7	10.8	205.5	11.4	4.8	7.3	0.8	8.6	-3.8	56.0	26	28.6
Grade 5	98	207.4	10.0	213.4	9.9	6.0	6.4	0.6	8.0	-2.0	75.0	39	39.8
Grade 6	90	212.8	12.6	216.6	13.9	3.8	6.4	0.7	6.0	-2.2	63.3	34	37.8
Grade 7	105	219.4	11.2	223.8	12.8	4.4	6.5	0.6	5.0	-0.6	87.5	54	51.4
Grade 8	120	220.7	12.4	224.1	12.1	3.4	6.6	0.6	4.0	-0.6	86.0	57	47.5
Grade 9	121	226.5	13.6	226.3	12.9	-0.2	7.5	0.7	2.0	-2.1	-7.4	55	45.5
Grade 10	89	225.1	13.1	224.2	13.4	-0.9	10.0	1.1	2.7	-3.5	-32.5	31	34.8
Grade 13	94	141.4	8.0	159.4	9.2	18.0	6.8	0.7	16.2	1.8	111.0	58	61.7

Mathematics



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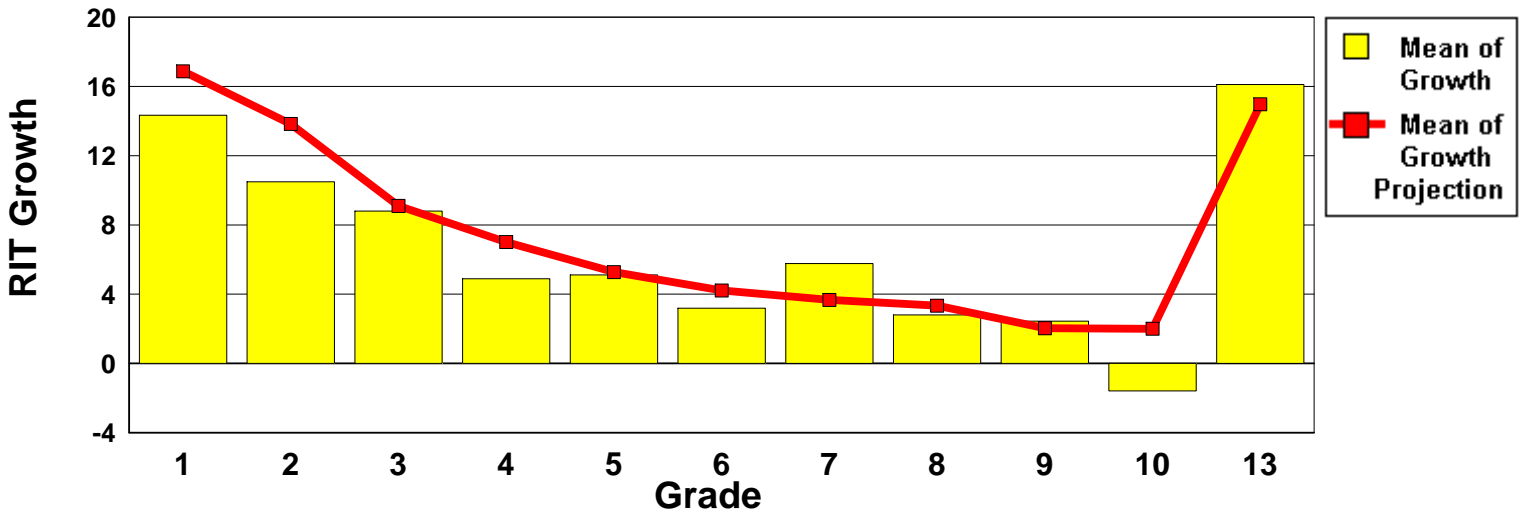
Student Growth Summary - Fall 2012 to Spring 2013

School: Thea Bowman Leadership Academy

*(Small Group Summary Display is OFF)

Reading		Fall 2012		Spring 2013		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 1	96	161.3	9.0	175.7	9.9	14.4	6.5	0.7	16.9	-2.5	85.8	33	34.7
Grade 2	94	174.7	12.8	185.2	10.7	10.5	8.9	0.9	13.8	-3.3	75.8	34	36.2
Grade 3	96	192.7	12.3	201.5	10.3	8.8	7.2	0.7	9.1	-0.3	97.8	53	55.8
Grade 4	89	197.8	12.4	202.7	12.2	4.9	8.5	0.9	7.0	-2.1	69.7	31	34.8
Grade 5	98	205.4	11.4	210.5	10.6	5.1	9.0	0.9	5.3	-0.2	96.9	50	51.0
Grade 6	90	208.3	16.2	211.5	14.9	3.2	9.9	1.0	4.2	-1.0	75.7	38	42.2
Grade 7	105	211.2	12.3	217.0	10.8	5.8	7.2	0.7	3.7	2.1	157.4	65	61.9
Grade 8	125	216.2	11.8	219.0	12.9	2.8	8.5	0.8	3.3	-0.5	83.9	64	51.2
Grade 9	117	217.8	12.8	220.2	14.3	2.4	9.1	0.8	2.0	0.4	120.2	71	60.7
Grade 10	99	218.3	10.1	216.7	12.8	-1.6	11.3	1.1	2.0	-3.6	-79.3	42	42.4
Grade 13	93	143.6	7.4	159.7	9.1	16.1	6.7	0.7	15.0	1.1	107.6	58	62.4

Reading



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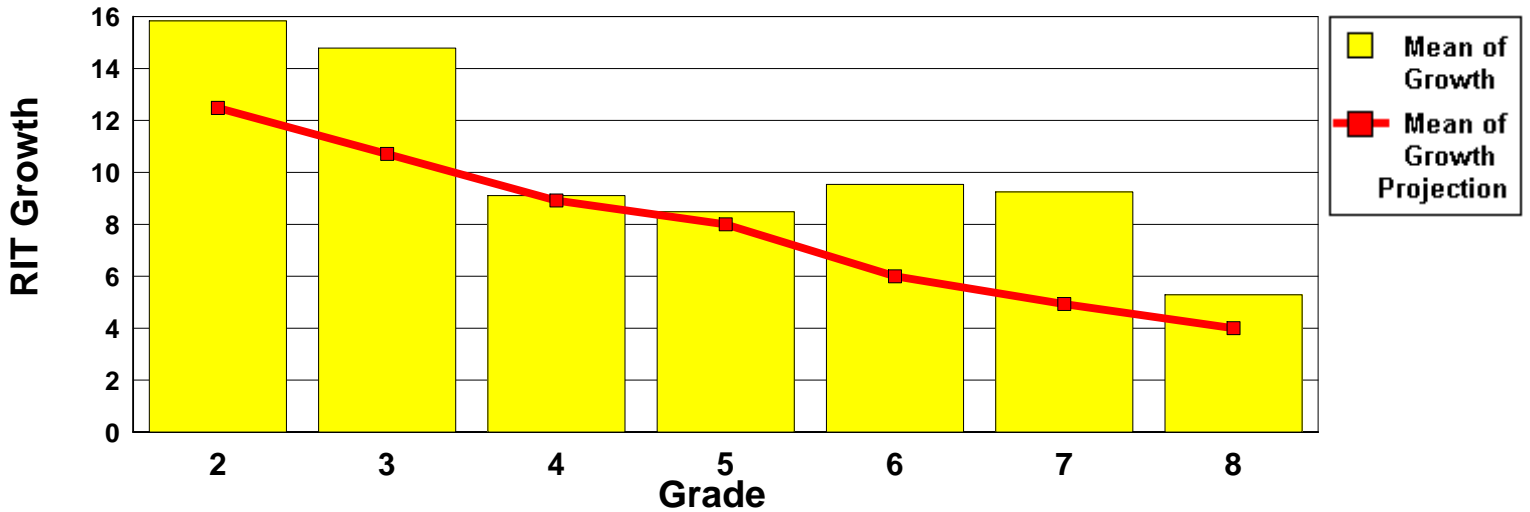
Student Growth Summary - Fall 2012 to Spring 2013

School: Discovery Charter School

*(Small Group Summary Display is OFF)

Mathematics		Fall 2012		Spring 2013		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 2	60	184.0	11.3	199.8	12.0	15.8	10.8	1.4	12.5	3.4	126.8	48	80.0
Grade 3	52	201.5	13.0	216.3	9.9	14.8	8.2	1.1	10.7	4.1	138.1	36	69.2
Grade 4	48	213.4	13.4	222.5	14.1	9.1	5.6	0.8	8.9	0.2	102.1	26	54.2
Grade 5	54	216.5	14.1	224.9	15.5	8.4	6.2	0.8	8.0	0.5	106.0	32	59.3
Grade 6	50	223.2	14.0	232.7	16.5	9.5	7.5	1.1	6.0	3.5	159.0	37	74.0
Grade 7	28	228.9	21.3	238.1	19.1	9.2	8.4	1.6	4.9	4.3	187.7	21	75.0
Grade 8	14	232.6	26.3	237.9	27.3	5.3	5.9	1.6	4.0	1.3	132.1	10	71.4

Mathematics



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Student Growth Summary - Fall 2012 to Spring 2013

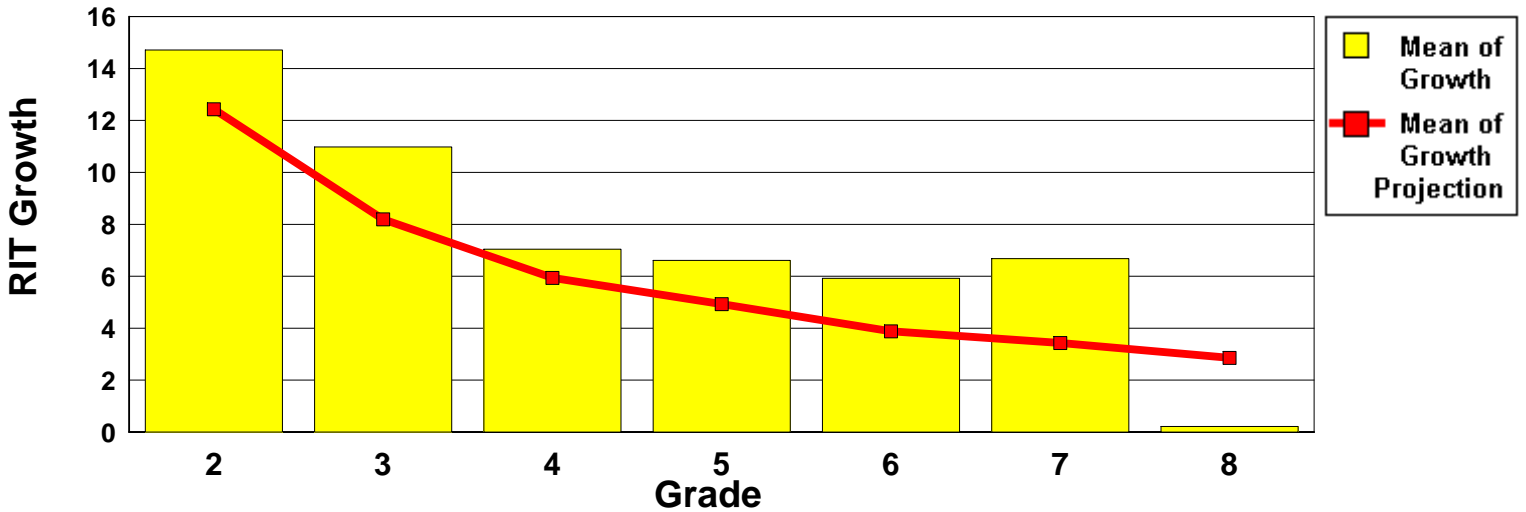
Section 2.2b
Attachment 7

School: Discovery Charter School

*(Small Group Summary Display is OFF)

Reading		Fall 2012		Spring 2013		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 2	60	185.3	15.4	200.1	12.6	14.8	10.2	1.3	12.4	2.3	118.4	38	63.3
Grade 3	52	202.4	14.4	213.4	11.7	11.0	8.6	1.2	8.2	2.8	134.0	36	69.2
Grade 4	48	212.3	13.2	219.4	13.0	7.1	8.0	1.2	5.9	1.1	118.6	27	56.3
Grade 5	54	212.9	13.0	219.5	12.9	6.6	8.1	1.1	4.9	1.7	134.2	35	64.8
Grade 6	50	217.9	11.3	223.8	11.2	5.9	7.4	1.0	3.9	2.0	152.6	29	58.0
Grade 7	28	217.0	15.9	223.7	15.7	6.7	7.3	1.4	3.4	3.3	194.8	18	64.3
Grade 8	14	224.0	19.3	224.2	20.5	0.2	6.0	1.6	2.9	-2.6	7.5	6	42.9

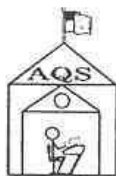
Reading



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American Quality Schools Corporation



JOB DESCRIPTION – PRINCIPAL/SCHOOL LEADER

POSITION SUMMARY:

The Principal will lead a school that is committed to the ongoing development and wellbeing of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the school.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and health relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Major areas of responsibility:

- School development
- Learning and teaching
- School culture and behavior
- Management and development of people, systems and resources
- Student recruiting and admissions
- Parent and community relations

School Development

- Strategic Management of the school, including:
 - Annual school review, including analysis of student achievement data
 - Annual school development plan consistent with the school's charter contract and AQS objectives
- Monthly reporting to the Regional Manager and the governing board
- Ethical and motivational leadership appropriate to the cultural and political context in which the school operates
- Development and implementation of school policies and advice to the board in analyzing policy options
- Professional internal and external relations with the board, donors and local and national community demonstrating the school is well managed and in legal compliance with the charter contract

- Reporting to the State of Michigan as required and overseeing the charter school monitoring and charter renewal process
- Ensuring that the executive staff and board are aware of any potential legal issues

Learning and Teaching

- High levels of student achievement and learning through rigorous and engaging classes
- A shared vision among all teachers of skillful instruction
- On-going improvement of teaching for all staff through a variety of strategies, including:
 - Lesson observations
 - Regular use of data
 - Collaborative planning and enquiry
 - Regular program of training
 - Informal support strategies, including coaching and mentoring
- Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
 - Curriculum that is aligned with both the Common Core and Michigan state standards (Grade Level Expectations) structured in a manner designed to help the school and students achieve the required objectives of the Michigan Educational Achievement Program and the federal “No Child Left Behind Program”
 - rich and engaging programming that is both rigorous and relevant to students needs
- A scaffolded program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- A school day and extra-curricular enrichment program that provides a rich and high quality offering in team sports, the arts, and music

School Culture and Behavior

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school’s values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
- Experiences that methodically cultivate an aspirational identity for all students through
 - a constant theme of on-going collective and self-improvement
 - an emphasis on preparing students for college
 - an exposure to life’s opportunities
- A culture that motivates students through
 - transformative relationships between students and teachers
 - student success in achieving worthwhile and challenging goals
 - a strong sense of community in the school
 - a variety of activities and student cultural production through the arts, music, sports, and outdoor activities

- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.

Management and Development of People, Systems, and Resources

- Talent Management With the Director of Human Resources and the Regional Manager of Schools to insure effective and aligned talent management practices, including:
 - Job design with clarity of responsibilities and lines of accountability
 - Recruiting that attracts and selects talented teachers and staff
 - Professional development, including a strong, collaborative professional community, regular training opportunities, and the summer planning and professional development experience
 - Performance management system that is both developmental and establishes a culture of accountability
 - Recognition strategies for teachers and staff
 - Retention strategies for teachers and staff
- Financial Management With the VP of Finance and Accounting Staff:
 - Develop and manage the annual school budget, with input from staff and the finance committee of the board
 - Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions
 - Presentation of monthly financial reports to the board
 - Ensure proper financial controls
- Operations to ensure effective systems and manage on-going process of improvement in the following areas:
 - Food Service
 - Transportation
 - Facilities and fixed assets management, including capital improvements
 - Student data management
 - Personnel data management
 - Information technology
 - Contracted services
- Health and safety
 - Maintain and expand relationship with local Health Clinic to provide services to students
 - Implement the necessary policies in the area to ensure compliance with legal requirements

- Provide a safe environment
- Manage risk with sensitivity to liability issues
- Consulting with the Regional Manager, board members, and other senior staff in times of uncertainty

Student Recruitment and Admissions

- Develop and implement marketing plan to recruit students to the school
- Oversee the school admissions process - ensuring compliance with the state charter law and school contract

Community Relations

- Engender public support for the school's academic and extracurricular programs and consult with the Regional Manager on all public relations activities
- Maintain effective and strong working relationships with the charter authorizers and the board - as well as with the greater Detroit community
- Serve as ambassador and advocate of the school's mission, representing the organization and school at local, state, and national events
- Inform the school community about the unique qualities of the school's learning environment
- Inform the school community about their opportunities to participate in the governance process
- Solicit input from the school community about school performance and their needs and opinions.

Network Development and Programs

- Share effective practices with Network Leaders and colleagues
- Contribute to the development and delivery of shared professional development programs
- Participate in the development of overall network strategy

Other

- Assume other responsibilities as assigned by the President or his designee

POSITION REQUIREMENTS

Education & Experience

- 3-5 years experience as a school leader (principal or vice-principal preferred) with significant areas of responsibility
- Demonstrated record of success raising test scores in a non-selective urban school that provides an outstanding education for its students
- 3-5 years experience teaching at-risk middle school and/or primary school students
- MA or MEd (preferred)
- Preferred, but not required:
 - Current Michigan or transferable School Administrator/Principal certification
 - K-8 school expertise

Skills

- Passion for improving educational opportunities for urban students and for building a strong, mission-driven organization
- Commitment to American Quality Schools' mission, vision and growth
- Excellent communication, presentation and negotiating skills
- Ability to productively organize, communicate and disseminate development strategy and plans, including database and computer proficiency and strong interpersonal skills

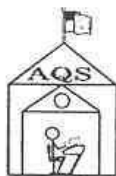
TERMS OF EMPLOYMENT:

- Appointment term based upon contract
- Regionally competitive salary based upon experience and past performance

PERFORMANCE APPRAISAL:

- Annual evaluation by the regional manager and/or designee

American Quality Schools Corporation



JOB DESCRIPTION – CLASSROOM TEACHER

POSITION SUMMARY:

To create a flexible elementary grade program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for upper elementary grade education in accordance with each student's ability; to establish good relationships with parents and other staff members.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

Student Achievement & Character Development

- Set and hold students to extremely high academic and behavioral standards
- Relentlessly demonstrate and embody the AQS Core Values and ensure that students exhibit the same values
- Deliver measurable student academic growth and increase each individual student's achievement

Core Instructional Excellence

- Assess every student's mastery of the content and diagnose areas of student misunderstanding
- Demonstrate strong content knowledge; all information conveyed to students is factually accurate
- Model responses and provide visual anchors; lead students through guided and independent practice and regularly check for understanding
- Ensure academic rigor by asking increasingly difficult questions, accepting only high quality student responses and posting examples of high quality work
- Use high-engagement strategies (e.g., rapid fire questioning, non-verbal responses, HOTS, etc)
- Meet needs of range of students, providing extra support, enrichment, or variation of work

Classroom Culture

- Create positive, achievement-oriented and structured learning environment so students are excited about and invested in their academic excellence
- Set and reinforce clear expectations and routines that are aligned with the school's overall vision

- Discuss, celebrate, and reinforce character skills
- Embrace and use school culture systems
- Design classroom space to reinforce school values and culture with obvious, posted examples of outstanding academics and character

Planning and Data Analysis

- Set measurable, ambitious yet attainable goals for the year and for each interim assessment cycle
- Use data from interim assessments, quizzes and informal assessments to inform instruction
- Internalize standards and scope and sequence (for own grade/subject and the grades one year before and one year after) and know how standards are assessed
- Thoughtfully plan lessons and develop and implement specific strategies to ensure that each student achieves dramatic gains

Student and Family Relationships

- Build rapport with students outside of class (e.g., lunches with students, special events)
- Invest parents and families in their children's academic success through regular communication

Personal Organization and Effectiveness

- Reflect on successes and areas of growth around all areas of teaching; seek to improve performance; receive feedback eagerly
- Work with coach, grade-level chair and school team to constantly evaluate and improve mastery of instructional, culture building, and leadership skills
- Use system to capture and check action items and prioritize work appropriately
- Enthusiastically participate in structured and informal learning and development opportunities

Contribution to AQS and School Communities

- Collaborate with colleagues to ensure a rigorous, joyful, and safe environment across the entire school
- Assume responsibility for every single scholar's success by holding all students accountable during transitions, meals, trips, etc.
- Create unit plans, lesson plans, or other instructional materials as needed to ensure student success across the entire network

POSITION REQUIREMENTS

Skills and Characteristics:

- Strong instructional skills and classroom management
- Demonstrated mastery of subject matter
- Unyielding commitment to students, self and school's constant learning and development
- Relentlessness - doing whatever it takes to ensure success
- Team player
- Excellent communication skills

- Highly organized
- Belief in AQS's mission, educational model, and Core Values
- Maturity, humility, strong work ethic, sense of humor, and "roll-up-my-sleeves" attitude

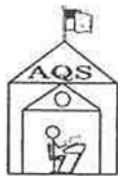
Education and Experience

- Two years of teaching experience with a record of high student achievement
- Bachelor's degree from a competitive college or university
- Willingness to seek certification if not already certified

COMPENSATION

Salary for this position is very competitive and commensurate with experience. Additionally, American Quality Schools offers a comprehensive benefits package.

American Quality Schools Corporation



JOB DESCRIPTION – SCHOOL COUNSELOR/SOCIAL WORKER

Qualifications: A master's degree in counseling from an accredited university. Certification in school counseling.

Primary Functions:

- a) Assist students in the areas of academic, career and social/emotional development.
- b) Counsel students to help them deal with personal, social or behavioral issues that affect them in their educational environment.
- c) Provide individual and small group counseling in a variety of settings.
- d) Consult and collaborate with teachers, staff and parents in understanding and meeting the needs of students in the school setting.
- e) Make appropriate referrals to students and parents to outside agencies.
- f) Observe and evaluate students' performance, behavior, social development and physical health.
- g) Attend staff meetings and serve on committees as requested.
- h) Pursue continuous professional growth to stay abreast in the standards of school counseling.
- i) Adhere to ethical standards of the state and national school counselor associations.

Major Job Responsibilities:

- Determine social/emotional needs of student population.
- Conduct goal-oriented counseling sessions in response to identified needs of groups of children. Themes including academic skill building, social skill development, career awareness, conflict resolution, family issues and making healthy choices.
- Maintain accurate and complete student records as required by laws and administrative regulations.
- Provide crisis intervention when difficult situations occur and school.
- Provide individual counseling in response to student/teacher/parent requests.
- Meet with parents/guardians to discuss student's progress and to determine priorities for the student.

- Plan and coordinate parent education programs in relation to students social/emotional development needs.
- Provide information to administration and school staff to assist them in helping students in academic and social development.
- Take a leadership role in the infusion of counseling content into the curriculum, staff development and parent education programs
- Work extensively with 8th graders pertaining to high school preparation (when applicable) which may include: scheduling high school informational meetings with parents and students, obtaining scholarship information, coordinating shadowing for students, processing high school applications and coordinating a high school fair.
- Additional duties as assigned by Principal

American Quality Schools Corporation



JOB DESCRIPTION – TEAM LEADER

The Team Leader position is one of leadership, mentoring, teaching and administration.

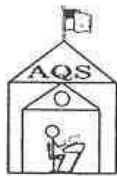
Leadership- The Team Leader will provide leadership to those teachers in his/her teaching team, so as to promote the highest level of quality teaching and student achievement. This leadership will entail assisting teachers in fulfilling the vision, mission and goals of the American Quality Schools Corporation (AQS) and will be measured by the level of satisfaction registered by other team members as well as by the evaluation of the School Director.

Mentoring- Team Leaders have the responsibility to assist members of their teaching teams in every way so that the goals of AQS can be achieved. Such efforts should include, but are not limited to, identifying best teaching practices and strategies and implementing them in the classrooms, identifying relevant quality curriculum materials for use in the classroom, modeling lessons in the classroom for team members, and counseling team members as to ways in which they can achieve quality classroom results.

Teaching- The Team Leader will regularly teach lessons in the classroom of their fellow team members. They will do so individually and in conjunction with one or more members of their team. They will take over classrooms at regular intervals so as to allow the assigned classroom teacher the opportunity to engage in planning or other activities directly related to their teaching. The Team Leader will also take classroom assignments as appropriate so that the team member can adequately carry out the teaching strategies identified in the Paideia instructional approach. The Team Leader will also substitute for team members in their classrooms when the regular teacher is absent from the school.

Administrative- Team Leaders will have the responsibility for all administrative functions assigned by the School Director. Among these must be the identification of curricular and teaching materials and equipment necessary for the educational instruction of their team, scheduling of the team class sessions in accordance with AQS philosophy and Paideia principles, mentoring and evaluation of team members' teaching performance, preparation of students for standardized test-taking, and adherence to the academic program which focuses on the Illinois State Standards and the Core Knowledge Sequence delivered through the Paideia instructional approach and supplemented with the Junior Great Books Program where appropriate.

American Quality Schools Corporation



JOB DESCRIPTION – DEAN OF STUDENTS

- In consultation with the Principal provide fair and consistent disciplinary consequences as outlined in the Student Discipline Code.
- Maintain clear boundaries and professional demeanor while conducting/administering disciplinary consequences to students.
- Disseminate all written documentation to parents, teachers and administrative staff in a timely manner.
- Respond to all parent requests either in person, by telephone, in writing or by email concerning behavior related issues and/or concerns.
- Observe students in the classroom and provide feedback to teachers concerning appropriate interventions.
- Generate after school and Saturday detentions followed up by a phone call to parents.
- Serve as the liaison for the eighth grade students during the high school admission phase by processing applications and providing recommendations.
- Attend work related professional development workshops and in-services.
- Prepare monthly reports categorizing the total number of suspensions, discipline code violations, repeat violators, and percent changes.
- Facilitate school-wide behavior modification programs
- Monitor student attendance (truancy) in accordance with the AQS Parent-Student Handbook
- Maintain student records and files
- Serve on various school committees.
- Perform other duties as assigned by the Principal

JOB QUALIFICATIONS – DEAN OF STUDENTS

- Indiana Certified Administrator
- Masters Degree in Education preferred
- 3-5 years experience as a K-12 school administrator
- Previous extra-curricular experience a plus

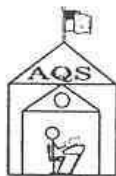
American Quality Schools Corporation



JOB DESCRIPTION – ADMINISTRATIVE ASSISTANT

- Prepares and revises registration forms.
- Prepares registration packets.
- Coordinates and oversees registration process.
- Sends out school mailings.
- Maintains and organizes incoming and outgoing school correspondence.
- Orders office supplies.
- Answers and directs phone calls.
- Maintains staff records- sign-in/out sheets and absences.
- Maintains and organizes the Director's correspondence.
- Attends to parent requests and concerns.
- Distributes mail.
- Issues student Iowa scores.
- Maintains student academic files.
- Maintains word document files.
- Processes student withdrawals.
- Processes student lunch forms.
- Prepares student lunch cards on a monthly basis.
- Receives, processes, and maintains new student applications.
- Assists Team Leaders.
- Prepares and updates student emergency information forms.
- Attends to teacher and staff requests.
- Maintains office equipment.
- Monitors and keeps a record of all visitors.
- Distributes tardy slips and maintains tardy records.
- Duplicates materials.

American Quality Schools Corporation



Assistant Principal/Instructional Specialist

POSITION SUMMARY:

The Assistant Principal/Instructional Specialist is defined as one whose primary role is the improvement of learning opportunities through instructional leadership. This position has the role of decision-maker, consultant, and specialist in advising administrators, teachers, and other professional personnel as it related to curriculum development, instructional improvement, strategy implementation, and benchmark assessments.

The Assistant Principal/Instructional Specialist serves as a member of the school leadership team charged with the responsibility for planning, implementing, and evaluating the educational program appropriate to the needs of the student population of the school.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students

Major areas of responsibility:

- Instructional Management and Improvement
- School and Organizational Improvement
- Supervision of Staff

Instructional Management and Improvement

- Monitor instructional processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Partner with campus and EMO leadership in directing instructional and curriculum services to meet student's needs.
- Plan, implement, and evaluate instructional programs with teachers, including learning objectives, instructional strategies, and assessment techniques.
- Apply research, school, and network data to improve the content, sequence, and results of the teaching and learning process.
- Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
- Plan the necessary time, resources, and materials to support accomplishment of educational goals.

- Participate in the school based decision making process to establish and review the goals, objectives, and major classroom instructional programs for Kindergarten through 8th grade.
- Actively support the efforts of others to achieve school-wide goals and objectives and the campus performance objectives.
- Obtain and use evaluative findings, including student achievement data, to examine curriculum and instructional program effectiveness.
- Assist in planning and providing effective staff development activities that incorporate the mission of the school, program evaluation outcomes, and input from teachers and others.
- Assist in securing consultants, specialists, and other community resources for the principal and supervise instructional staff to assist in attaining objectives.

School and Organization Improvement

- Support common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school and district vision.
- Partner with Principal and Regional Manager in identifying, analyzing, and applying research findings to promote school improvement.

Supervision of Staff

- Define expectations for staff performance with regard to instructional strategies and support implementation of strategies.
- Work with campus level planning and decision-making committees to plan professional development activities.
- Confer with staff regarding professional growth. Work with them to develop and accomplish improvement goals.
- Provide for two-way communication with principal, teachers, staff, parents, and community.
- Monitor professional research and disseminate ideas and information to other professionals.

REQUIRED SKILLS AND KNOWLEDGE:

- Four (4) years teaching experience desired
- Ability to communicate positively and effectively with other professionals both orally and in writing
- Knowledge of professional learning community (PLC) concepts
- Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction
- Ability to manage fiscal, physical, and human resources to successfully carry out functions and programs

TERMS OF EMPLOYMENT:

- Supplemental position
- Salary based upon experience and past performance

PERFORMANCE APPRAISAL:

- Annual evaluation by the principal and/or designee

American Quality Schools Corporation



JOB DESCRIPTION – SPECIAL EDUCATION TEACHER

The Special Education Teacher at American Quality Schools serves as the primary instructor of academic course content, the key developer of skills and strategies for critical thinking and problem solving among students, and the chief nurturer of positive values and self confidence among children in the classroom. At all times the special education teacher is a key role model for his/her students and a positive representative of the American Quality Schools Corporation. The above concepts will manifest themselves in the following ways. The special education teacher will:

- Be thoroughly knowledgeable in the age-appropriate subject matter to be taught in their grade, working directly with the Regular Education teacher in a collaborative planning setting.
- Demonstrate on a daily basis a genuine caring about children and a sincere belief that all have the innate capacity to find success in some realm.
- Pullout Special Education Teachers: maintain a clean and attractive classroom that creates an optimum environment for learning. Inclusion Special Education Teachers: work with the classroom Teacher to maintain a clean and attractive classroom that creates an optimum environment for learning.
- Be fully prepared each day to conduct class so as to impact meaningful knowledge, skills, and values to students.
- Maintain an orderly and disciplined classroom at all times.
- Work with the Special Education team and Case Manager to create and maintain Individual Education Plans (IEPs) for each student.
- Attend IEP meetings for students in their class.
- Create and update IEP goals in accordance with the Indiana State Educational Standards and the students' abilities.
- Document and monitor IEP minutes serviced to respective Special Education students.

- Work with Regular Education Teachers and Team Leaders in ensuring testing modifications/ accommodations are in place for each Special Education student.
- Assist Team Leaders in creating Intervention Assistance Team (IAT) plans for students.
- Regularly attend and participate in all professional development activities, committees, and projects, which are directly related to the success of children's learning, the school operation, and the American Quality Schools Corporation.
- Attend at least one outside seminar/ training activity relating to Educational Resource development, per school year.
- Be on time for the opening of each school day and commit the necessary after school classroom time to fulfill their professional responsibilities and obligations as teachers.
- Have a regular attendance record except for illness and other matters, which the School Principal has approved.
- Fully participate as a member of an academic team, carry out all assignments, and meet all responsibilities designed to achieve AQS organizational goals.
- Collaborate with Regular Education staff to ensure adherence to IEP goals and accommodations. This includes meeting with teachers regularly to monitor student progress and equip all teachers with IEP copies as appropriate.
- Follow, on a daily basis, the mission, goals, and philosophy of the AQS Corporation. This is manifest by a focused implementation of a curriculum, which follows the Indiana State Standards and the Core Knowledge Sequence. The curriculum must be delivered through the philosophy, structure, and strategy of the Paideia principles using an integration of Educational Resource strategies.
- Make and document regular professional contact with the parents/ guardians of students in their classroom, so as to inform them of the progress/ hindering of their child's school achievement and other relevant matters.
- Answer all parent inquiries on the day the inquiry was received.
- Maintain careful records of student progress and problems, which are readily accessible to the school Principal or member of the AQS corporate staff.
- Monitor proper use of grading modification for Special Education students on testing and classroom assignments.
- Maintain all other such records and documentation, as may be required by the school Principal or the AQS staff.

- Conduct oneself with the highest level of professionalism with students, fellow teachers, administration, school staff, and parents at all times.
- Follow policies of AQS regarding the faculty dress code.
- Demonstrate a willingness to continuously learn and improve one's teaching and student achievement.
- Follow all other school related requests and directives as may be given by the school Principal or the AQS corporate staff.
- Demonstrate a willingness and ability to work in a "team" concept in the school and as an employee of AQS.
- Demonstrate a working understanding of the policies regarding decision-making authority and of the policies regarding reporting relationships of the AQS Corporation.
- Be on time for the opening of each school day and commit the necessary after-classroom time to fulfill their professional responsibilities and obligations as teachers.
- Follow the policies of AQS regarding the faculty dress code.
- This position reports directly to the School Director.

Global Studies Curriculum Map/Scope and Sequence

	SEMESTER I		SEMESTER II		
Grade	Environment & Health	Government, Politics, and Current Events	Cultures & Societies	Economics & Interdependence	Assessments
9th	Urban America Arctic Regions Case Studies: 1. urban health issues - asthma, TB, childhood inoculations, (learn states & capital cities) 2. Pollution, ozone depletion, mercury poisoning Arctic Antarctic	Central America Case Studies: 1. Governments, in transition: El Salvador & Czech Republic 2. Conflict, UN: Former Yugoslavia & Nicaragua	North Africa Southeast Asia Case Studies: 1. Archaeology, preservation, tourism: Ancient Egypt and the Ancient Khmers 2. The travels of Ibn Battuta: From North Africa through the Indian Ocean to Southeast Asia	Southeast Asia North & Central America Case Studies: 1. European colonization & economic exploitation/development of Central America & South East Asia 2. migration, expatriate workers and economic development: Guatemala and Vietnam	Formative Research 1 End of Year Project Presentation
10th	Sub-Saharan Africa Caribbean Case Studies: 1. Health & nutrition in Sub Saharan East Africa and the Caribbean 2. Communicable disease in Nigeria & Haiti (malaria, tuberculosis, AIDS, etc.)	Middle East Central Asia Case Studies: 1. Governments in transition: Establishing democracy in Iraq & Uzbekistan 2. Arab/Israeli conflict in historical context	South Asia Central Asia Case Studies: 1. Buddhism and Islam – the spread of 2 universalistic religions – on the Silk Roads 2. Critical issues in Central Asia and South Asia today – society, religion and environment	Pampas/Australia/New Zealand/Oceania 1. Case Studies: Economic activities - livestock ranching, tourism 2. Immigration, immigrants and indigenous peoples – colonialism, post-colonial economic development	Formative Research 2 End of Year Project Presentation
11th	East Asia Case Studies: 1. CO2 emissions & Kyoto Accord & tropical wood, shipped to East Asia 2. Habitat destruction in Brazil & China	Western Europe Southern Africa Case Studies: 1. History of the Dutch & British in Southern Africa 2. Colonial legacy- Ireland & S. Africa British colonialism – truth and reconciliation vs. reparations – lessons for the U.S.	Caribbean Western Europe Case Studies: 1. The Colombian Exchange, Europeans, American and Africans in the Caribbean / the Atlantic Slave Trade 2. The Caribbean and Western Europe today – peoples, languages, cultures	Rural America East Asia Case Studies: 1. Resources for development: The Tennessee Valley Authority and the Three Gorges Dam: a study in resource management 2. Japanese Companies in Rural America: Bridgestone, Honda and other case studies	Formative Research 3 End of Year Project Presentation
12th	Senior Thesis on Global Studies				

Essential Questions

Environment & Health	Government, Politics, and Current Events	Cultures & Societies	Economics & Interdependence
<ul style="list-style-type: none"> What is the connection between the environment and health? Does environmental change affect health? 	<ul style="list-style-type: none"> Is government necessary? Why do people have governments? Why do governments change? 	<ul style="list-style-type: none"> What is culture? How do ideas spread? What is language? How do societies develop? 	<ul style="list-style-type: none"> How to people support themselves? Why do people move?

Reading in the Language Arts

Month	Essential Questions	Assessment	Content & Resources	Skills
		relationships within a single paragraph in uncomplicated literary narratives	<i>same time?</i>	King struggle for equal rights students will realize how a character may not always win but contributions may live on or have a profound effect on those around them.

October

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> • Whole Group - Shared Reading • Small Group-Guided Practice/Reading • Skill Tracker - students/teacher will track their understanding by adding data to data charts. • Coaching-demonstrate and provide suggestions <p>Open Ended Questions</p>	Revisit Target	<p>College Readiness Standards</p> <p>13-15 Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in paragraph</p> <p>20-26</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in</p>	What is making inferences?	<p>Key Terms</p> <ul style="list-style-type: none"> • Background Knowledge • Text Clues • Inference • Stated Ideas • Unstated Ideas • Estimation • Educated • Guessing • Assumptions • Predictions <p>Making inferencing can have a profound effect on one's ability to think critically and in making decisions.</p>

Reading in the Language Arts

Month	Essential Questions	Assessment	Content & Resources	Skills
		passages.	How does inferencing apply to one's career or everyday situation?	

November

When Music Offends: Comprehending the Author's Purpose

Month	Essential Questions	Assessment	Content & Resources	Skills
Quizzes	Think -Pair-Share	<p>College Readiness Standards</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Illinois State</p>	<p>Who decides what we listen to and how do they fall in line with our constitutional rights; Freedom of Speech?</p>	<p>There are a number of comprehension strategies that help us to understand the author's purpose.</p> <p>Students have the opportunity to view strategies to build background about freedom of speech and music censorship.</p> <p>Key Terms</p> <ul style="list-style-type: none"> critic Controversy
Short Answer	rBooks			
rSkills Test 2	www.wordle.com			
Essays	www.jottit.com			
Data Charts/Tracking Charts	<p>www.polleverywhere.com</p> <p>projects</p> <p>www.scholastic.com/read180/community</p>			

Reading in the Language Arts

Month	Essential Questions	Assessment Standards	Content & Resources	Skills
		<p>2.B Read and interpret a variety of literary works.</p> <ul style="list-style-type: none"> Preview text features to activate prior knowledge . Identify important details <ul style="list-style-type: none"> Organize important details 		<ul style="list-style-type: none"> Confront promote amendments

December

Problem Solving: How Well Do You Handle Your Money?



Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Proper use of commas with introductory words in own writing.</p> <p>Understand vocabulary of multiple-meaning words</p>	<p>Graphic Organizers</p> <p>Class/Small Group Discussions</p> <p>Vocabulary Practice</p>	<p>2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</p> <p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic</p>	<p>How can money hurt teenagers?</p> <p>What are the causes of debt or poor money management skills?</p>	<p>Developing strong money management skills is essential to the future of teenagers and young adults.</p> <p>Researching the aspects of a students' career interest and its' qualifications and salary can provide rewarding results to</p>

Reading in the Language Arts

Month	Essential Questions	Assessment	Content & Resources	Skills
Attempts to solve a problem.	<p>Responsive Writing Assignments</p> <p>Class Debate</p> <p>Peer/teacher editing practice</p>	<p>materials</p> <p>1.B Apply reading strategies to improve understanding and fluency.</p> <p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p> <p>Organize information about problems and solutions.</p> <p>Preview text to activate prior knowledge.</p> <p>Practice identifying details that support the main idea.</p> <p>Discover new vocabulary terms.</p>	<p>Is money another form of trading that can be altered?</p>	<p>students.</p> <p>Key Terms;</p> <p>debt</p> <p>wages</p> <p>compensate</p> <p>complusive behaviors</p> <p>financial freedom</p> <p>expensive</p> <p>interest</p> <p>responsible</p>

January

How Has The Progression of Disease Control Saved Lives?

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> Practice test-taking strategies: fill-in-the-blanks Demonstate understanding of text selections, vocabulary, and skills. Answer multiple choice questions. 	<ul style="list-style-type: none"> rBooks Fill-in-the-blank Narrative Paragraph Graphic Organizers Data Driven Instruction Vocabulary Search Speeches Study Synonyms and 	<p></p> <p></p>	<p>What is a plague?</p> <p>Which plague is most frightening to you?</p>	<p>Preview text features to activate prior knowledge, set purpose, and generate questions before reading.</p> <p>Review and apply meaning of target vocabulary</p>

Reading in the Language Arts

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> On demand writing by responding to an open-minded, short-answer prompt. 	<p>Antonyms</p> <ul style="list-style-type: none"> Short answers and open ended questions. 		<p>Do you think that a disease could ever be used as weapon?</p>	<p>Key Terms</p> <ul style="list-style-type: none"> contagious epidemic impact internal resistance expose

The Front Lines of Justice

Unit Dates: 2-1 to 3-11	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
The Road to Equality: the wage on war to end slavery, discrimination and unfair laws continued for a century after the Civil War. In the 1960's another critical battle took place: the fight for civil rights.	Enhancing reading, writing, and fluency skills for freshmen students.	3 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p> <p>Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Grade Level Standard 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>

The Front Lines of Justice
Type: Unit Plan

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.
Grade Level Standard 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.

CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand R Reading

RI Informational Text

Craft and Structure

Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard 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).

Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade Level Standard 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.

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade Level Standard 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Why was there such a strong resistance for AA to gain equality in America?	CRS 13-15	SWBAT take a glimpse at the pain and passion of this critical period in our nation's history.
ILS 2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Biographical Sketch: An Angry Young Man	Comprehension	<input checked="" type="checkbox"/> Formative
Historical Documents: In Their Own Words	Fluency	<input type="checkbox"/> Summative

The Front Lines of Justice
Type: Unit Plan

<p>Poem: Ballad of Birmingham</p>	<p>Making Inferences Cross-Text Analysis</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Project<input checked="" type="checkbox"/> Reflective Essay<input checked="" type="checkbox"/> Short Answer<input type="checkbox"/> Constructed Response<input checked="" type="checkbox"/> Creative Performance or Exhibition<input checked="" type="checkbox"/> Essay<input checked="" type="checkbox"/> Fill in the Blank<input checked="" type="checkbox"/> Graphic Organizer<input checked="" type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input checked="" type="checkbox"/> Matching<input checked="" type="checkbox"/> Multiple Choice<input type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input type="checkbox"/> Performance Task<input type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Quiz<input checked="" type="checkbox"/> Rubric<input checked="" type="checkbox"/> Self Evaluation<input type="checkbox"/> Structured Interview<input checked="" type="checkbox"/> Textbook/Workbook Problems<input checked="" type="checkbox"/> True/False
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The Front Lines of Justice
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• Writing Personal Narrative• Grammar: Adverbs and correcting sentence fragment.• Literary Elements: Rhyme, Point of View, and Irony	rBook video of Little Girls by Spike Lee	accomplish enforce influential protest register demonstration sacred marches bombings registered witness segregations Jim Crow lynching

Crime, Punishment, and Teens
Type: Unit Plan

Crime, Punishment, and Teens

Unit Dates: 3-1 to 3-31	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
Identify the steps used to compare and contrast ideas from a newspaper article. Use a graphic organizer to compare and contrast ideas.	To enhance students reading, writing, and comprehension skills.	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Craft and Structure</p> <p>Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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>

Crime, Punishment, and Teens
Type: Unit Plan

W.9-10.1.c 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.
W.9-10.1.d 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.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How should teen criminals be punished? What happens to them once they enter the justice system? Is justice served or denied?	ICRS 20-23 Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	SWBAT look into the lives of teens who have committed crimes and gain a better understanding of how our judicial systems deals with under aged criminals.
<p>ILS</p> <p>1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p> <p>1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>rSkills Test- comprehension, vocabulary/word study, grammar usage, and mechanics.</p> <p>Functional Literacy- read to find out about careers.</p>	<p>Vocabulary study</p> <p>Shared reading</p> <p>Compare and contrast</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p>

Crime, Punishment, and Teens
Type: Unit Plan

<p>Identify aspects of a specific job, including duties, skill and education required along with salary.</p>	<p>comprehension</p> <p>Descriptive paragraph</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Portfolio <input type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>

Crime, Punishment, and Teens
Type: Unit Plan

<ul style="list-style-type: none">• The 5th Amendment• Writing and Grammar• Test Taking Strategies• Vocabulary• Real World Connections•	rBook Step up to Writing handouts Selected reading materials	statistic judicial accuse counselor transition encourage crucial evaluate consequence
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Your Brain Exposed
Type: Unit Plan

Your Brain Exposed

Unit Dates: 4-1 to 4-29	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
Using comprehension strategies to assist proficient readers to arrive at conclusions about a text.	Designed to enhance students reading, writing, and comprehension skills.	3 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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> <p>W.9-10.1.d 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>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Grade Level Standard 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> <p>W.9-10.3.a 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> <p>W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>W.9-10.3.d 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>W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Your Brain Exposed
Type: Unit Plan

<p>Grade Level Standard W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Grade Level Standard 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> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Grade Level Standard 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.</p> <p>L.9-10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How does the brain control all the systems of the body and the ways it makes the body work?</p>	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>	<p>SWBAT identify the steps used to find cause and effect. Use a graphic organizer to show cause and effect relationships.</p> <p>Practice finding cause and effect relationship in a magazine article.</p>
<p>ILS</p> <p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Analyze the functions of the brain through cause and effect concepts.</p> <p>Evaluate the use of scientific rats to provide evidence of medicine and treatments for the human brain.</p>	<p>Cause and Effect</p> <p>Making Inferences</p> <p>Story Elements</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p>

Your Brain Exposed
Type: Unit Plan

	<p>Problem and Solution</p> <p>Summarize</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>

Your Brain Exposed
Type: Unit Plan

<ul style="list-style-type: none">• Vocabulary/Word Study• Writing and Grammar• Functional Literacy• Cause and Effect• Critical Thinking• Test Taking Strategies	<p>videos rBooks graphic organizers Cornell Note Step up to writing</p>	<p>structure essential diminish dominant vital ambush complex biography</p>
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Killer Plagues/Combat Zone
Type: Unit Plan

Killer Plagues/Combat Zone

Unit Dates: 5-2 to 5-31	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
Understand about deadly diseases past and present and how they spread and impact the lives of an entire civilization.	Strengthening the knowledge of students reading, writing, and comprehension skills.	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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> <p>W.9-10.1.d 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.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
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Killer Plagues/Combat Zone
Type: Unit Plan

<p>Grade Level Standard 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> <p>W.9-10.3.a 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> <p>W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>W.9-10.3.d 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>W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Grade Level Standard 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> <p>SL.9-10.1.a 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>SL.9-10.1.c 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>SL.9-10.1.d 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>Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Grade Level Standard L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.b Use a colon to introduce a list or quotation.</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Why might a soldier regret, or feel sorry about killing an enemy during war/</p> <p>How does the government and other officials grab a hold on infectious diseases?</p>	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>	<p>SWBAT: find the sequence of events through the use of a graphic organizer.</p> <p>research how communicable diseases are spread and controlled.</p> <p>investigate how war impacts the lives of a soldier.</p> <p>Use text marking to identify story elements.</p> <p>analyze the setting, characters and plot of a short story.</p>

Killer Plagues/Combat Zone
Type: Unit Plan

		analyze the setting, characters and plot of a short story.
ILS		
1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Using the sequencing of events to learn about how diseases spread and the importance of immunization.	<p>Sequencing and Events</p> <p>Main Idea and Details</p> <p>Story Elements</p> <p>Summarize</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input checked="" type="checkbox"/> Essay</p> <p><input checked="" type="checkbox"/> Fill in the Blank</p> <p><input checked="" type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input checked="" type="checkbox"/> Matching</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p>

Killer Plagues/Combat Zone
Type: Unit Plan

		<input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> • Reading Comprehension • Vocabulary • Critical Thinking • Test Taking Strategies • Writing and Grammar • Functional Literacy 	<p>rBook Videos Powerpoint presentations dry erase boards/pens</p>	<p>feasible expose courageous infect estimate ambush complicated hesitate peril ponder</p>

Amigo Brothers
Type: Unit Plan

Amigo Brothers

Unit Dates: 6-1 to 6-17	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
To analyze story elements, increase comprehension and appreciation for the reading.	To enhance students' reading, writing, and comprehension skills.	3 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How does sports have a negative and positive impact upon teenagers?	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	SWBAT analyze the setting, characters, and plot of a short story.
ILS 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Theme: students will understand the author's purpose, appreciate a text, and think deeply about ideas.	Literature critique Setting character	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative

	<p>plot theme prefixes word families subject verb agreement using possessives</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Project<input checked="" type="checkbox"/> Reflective Essay<input checked="" type="checkbox"/> Short Answer<input checked="" type="checkbox"/> Constructed Response<input checked="" type="checkbox"/> Creative Performance or Exhibition<input type="checkbox"/> Essay<input checked="" type="checkbox"/> Fill in the Blank<input checked="" type="checkbox"/> Graphic Organizer<input type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input checked="" type="checkbox"/> Matching<input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input checked="" type="checkbox"/> Performance Task<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Quiz<input checked="" type="checkbox"/> Rubric<input checked="" type="checkbox"/> Self Evaluation<input checked="" type="checkbox"/> Structured Interview<input checked="" type="checkbox"/> Textbook/Workbook Problems<input checked="" type="checkbox"/> True/False
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Amigo Brothers
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• Theme• Vocabulary• The use of short stories	rBook video footage of boxers: Mike Tyson and M. Ali	demolish devastating elimination emerge evade mingle profession approval disadvantage clarity

English Standard Breakdown by Assessment

A = This is when the standard will be assessed

Standard Grouping	9th Grade				10th Grade				11th Grade				
	Semester 1		Semester 2		Semester 1		Semester 2		Semester 1		Semester 2		
Organization	Topic Development	401		A									
		501		A									
		701							A				
		301					A						
		503		A	A								
		602						A	A				
		702								A	A		
		302			A								
		402			A								
		502					A						
	601								A	A			
	201			A									
	401			A	A								
	501			A									
	601			A									
	403	A											
	503	A	A	A									
	603					A	A	A					
	701								A	A			
	301			A									
402			A										
502			A										
602					A	A	A						
Style	Word Choice in terms of style, tone, and economy	201			A								
		202	A	A	A								
		403	A										
		502				A							
		602								A	A		
		301			A								
		401			A								
		501					A	A	A	A			
		601								A			
		701								A			
	302							A					
	402							A					
	503							A	A				
	201	A											
	301	A	A	A									
	701								A				
	401			A									
	501								A				
	601					A	A	A	A				
	202	A											
302	A												
502	A	A	A	A									
602	A												
302	A	A	A	A									
Conventions	Conventions of Usage	401						A	A				
		701						A					
		501		A	A	A							
		601					A						
		201	A										
		301					A	A	A				
		402	A	A	A	A							
		502							A				
		602							A				
		702							A				
	503	A	A	A	A								
	603					A	A	A	A				
	504			A	A								
	604						A	A	A				
	701							A					
	201	A											
	301	A											
	302	A											
	401	A											
	402	A											
501							A	A					
502								A					
601							A	A					
602								A					

Usage List= Past/ Past Participle- Subject/ Verb Agreement- Comparative/ Superlative Adjectives- Adverb vs. Adjective- Pronoun/ Antecedent
 9= Subject/ Verb Agreement- Comparative/ Superlative Adjectives Pronoun/ Antecedent

Social Studies Scope and Sequence/Curriculum Map

Quarter	9 th : Geography and Illinois Studies	10 th : World History	11 th : AP U.S. History	12 th : AP Government
1	<p>REVIEW AND ADD BASIC GEOGRAPHIC TERMS</p> <ul style="list-style-type: none"> • Geography skills • Types of governments and economic systems <p>UNITED STATES AND CANADA</p> <ul style="list-style-type: none"> • Political and physical map • Regions and resources • NAFTA <p>MEXICO, CENTRAL AMERICA, CARIBBEAN ISLANDS</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources • NAFTA <p>SOUTH AMERICA</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources <p>EUROPE</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions, role of the European Union <p><i>CURRENT EVENTS EMPHASIZED THROUGHOUT</i></p>	<p>REVIEW EARLY CIVILIZATION THROUGH 1750</p> <ul style="list-style-type: none"> • Geography; • Timeline • Major civilizations • Major religions <p>MUSLIM EMPIRES</p> <ul style="list-style-type: none"> • Ottoman • Safavid • Mughal <p>ASIAN EMPIRES</p> <ul style="list-style-type: none"> • Qing/Ming Empires • Feudal Japan <p>ENLIGHTENMENT THROUGH AMERICAN REVOLUTION</p> <ul style="list-style-type: none"> • Philosophers • Despots • Influence on American colonist <p>FRENCH REVOLUTION AND NAPOLEON</p> <ul style="list-style-type: none"> • Reform, Conflict, and Terror • Napoleon • Congress of Vienna 	<p>EARLY COLONIAL HISTORY, 1492-1650</p> <ul style="list-style-type: none"> • Spanish, French, English, & Dutch exploration (Jamestown, Plymouth) • Native Americans <p>AMERICA AND THE BRITISH EMPIRE, 1650-1754</p> <ul style="list-style-type: none"> • Mercantilism and growth of Slavery • Social structure, culture, “new” immigrants <p>REVOLUTION, 1754-1783</p> <ul style="list-style-type: none"> • Anglo-French rivalries (French and Indian War) • Stamp Act, Boston Tea Party, Declaration of Independence • War—French alliance, Loyalists, economy • Articles of Confederation, creating state governments <p>CONSTITUTION AND THE NEW REPUBLIC, 1776-1800</p> <ul style="list-style-type: none"> • Federalists v. Anti-federalists, Bill of Rights • Washington as President • John Adams as President, XYZ Affair, Alien and Sedition Acts <p>AGE OF JEFFERSON, 1800-1816</p> <ul style="list-style-type: none"> • LA Purchase • Madison • War of 1812 (causes, Treaty of Ghent, New Orleans) <p>NATIONALISM AND ECONOMIC EXPANSION</p> <ul style="list-style-type: none"> • Era of Good Feelings, Panic of 1819 • Settlement of West, MO Compromise • Foreign Affairs (Monroe Doctrine) • Economic Revolution (expansion of business, cotton in South) <p>SECTIONALISM</p> <ul style="list-style-type: none"> • Southern society, culture, economy, politics • Northern industry, labor, 	<p>CONSTITUTIONAL UNDERPINNINGS OF US GOVERNMENT</p> <ul style="list-style-type: none"> • Considerations in formulation of US Constitution • Separation of Powers • Federalism • Theories of democratic government

			<p>urbanization</p> <ul style="list-style-type: none"> • Westward expansion (squatters, removal of Native Americans) <p>AGE OF JACKSON, 1828-1848</p> <ul style="list-style-type: none"> • 2 party system (Democrats v. Whigs) • Nullification Crisis, Bank Crisis • Martin Van Buren and the Panic of 1837 <p>TERRITORIAL EXPANSION AND SECTIONAL CRISIS</p> <ul style="list-style-type: none"> • Manifest Destiny and Mexican War, Wilmot Proviso <p>CREATING AN AMERICAN CULTURE</p> <ul style="list-style-type: none"> • Education, nationalism, religion, reform crusades <p>THE 1850s, DECADE OF CRISIS</p> <ul style="list-style-type: none"> • Compromise of 1850, Fugitive Slave Act • KS-NE Act, Lincoln-Douglas Debates 	
<p>2</p>	<p>NORTHERN EURASIA</p> <ul style="list-style-type: none"> • Political and physical map • Communism and the demise of the Soviet Union • Social and economic effects of the fall of the USSR <p>MIDDLE EAST</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of Middle Eastern Conflict <p>AFRICA</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of African ethnic conflict • Economic and social problems in Africa <p>SOUTH ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Culture and current conflict in region <p>EAST AND SOUTHEAST ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions, economic relationship with United States <p>AUSTRALIA, NEW ZEALAND, AND PACIFIC ISLANDS</p> <ul style="list-style-type: none"> • Political and physical map • Culture and resources <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>NATIONALIST REVOLUTION SWEEPS WEST</p> <ul style="list-style-type: none"> • Latin America • Changes in Europe <p>INDUSTRIAL REVOLUTION</p> <ul style="list-style-type: none"> • Beginnings • Effects on cities • Worldwide impact <p>REFORM, ACTIVISM, AND PROGRESS</p> <ul style="list-style-type: none"> • Self rule for British colonies • New technology • Advances in science and medicine <p>AGE OF IMPERIALISM</p> <ul style="list-style-type: none"> • European imperialist • Decline of Ottoman Empire • British in India • Japanese and Chinese imperialism 	<p>CIVIL WAR</p> <ul style="list-style-type: none"> • Assets of each side • Foreign affairs and diplomacy • Abolition of slavery <p>RECONSTRUCTION THROUGH 1877</p> <ul style="list-style-type: none"> • Presidential plans (Lincoln and Johnson) • Congressional plans (radical) • Compromise of 1877 and end of Reconstruction <p>NEW SOUTH AND THE LAST WEST</p> <ul style="list-style-type: none"> • Politics in the “New South” • Western railroad, mining bonanza <p>INDUSTRIALIZATION AND CORPORATIONS</p> <ul style="list-style-type: none"> • Industrial growth (railroads, oil, coal, iron, steel, electricity, banks) • Laissez-faire conservatism • Social Darwinism • Union movement <p>URBAN SOCIETY</p> <ul style="list-style-type: none"> • Lure of the city, problems in the city, and social reforms <p>INTELLECTUAL AND CULTURAL MOVEMENTS</p> <ul style="list-style-type: none"> • education and mass culture <p>NATIONAL POLITICS, THE GILDED AGE</p> <ul style="list-style-type: none"> • Conservative presidency (trusts, RR regulation, tariff controversy) 	<p>POLITICAL BELIEFS AND BEHAVIORS</p> <ul style="list-style-type: none"> • Citizens’ beliefs about government and their leaders • Processes by which citizens learn about politics • Nature, sources, and consequences of public opinion • Ways in which citizens vote and otherwise participate in political life • Factors that influences citizens to differ from one another in political beliefs and behaviors <p>POLITICAL PARTIES, INTEREST GROUPS, AND MASS MEDIA</p> <ul style="list-style-type: none"> • Political parties and elections: functions, organization, development, effects on the political process, electoral laws and systems • Interest groups, including PACs: range of interests represented, activities of interest groups, effects of interest groups on political process, characteristics and roles of PACs in political process • Mass media: functions and structures of media, impacts of media on politics

			<ul style="list-style-type: none"> • Populism, silver question <p>FOREIGN POLICY, 1865 THROUGH 1914</p> <ul style="list-style-type: none"> • Imperialism in Latin America (Spanish American War) • Far East (Open Door Policy) • Taft—dollar diplomacy; Wilson—moral diplomacy <p>PROGRESSIVE ERA</p> <ul style="list-style-type: none"> • Muckrakers • Black America (Washington, DuBois, Garvey) • Roosevelt’s Square Deal and Wilson’s New Freedom <p>THE GREAT WAR</p> <ul style="list-style-type: none"> • Neutrality □ mobilization • Wilson’s 14 Points, Treaty of Versailles, problem of ratification <p>NEW ERA—THE ROARING ‘20s</p> <ul style="list-style-type: none"> • Economic development 	
<p>3</p>	<p>ILLINOIS—THE PLACE</p> <ul style="list-style-type: none"> • Physical Geography: location, regions, resources, climates • Cultural Geography: demographics, writers, artists, musicians, athletes <p>HISTORY</p> <ul style="list-style-type: none"> • Pre-Columbian • Exploration and settlement • Territorial growth • Statehood • Civil War and Reconstruction • World Wars and Great Depression • Civil Rights Movement <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>THE GREAT WAR</p> <ul style="list-style-type: none"> • Causes • Political and social impact on the world <p>REVOLUTION AND NATIONALISM</p> <ul style="list-style-type: none"> • Revolution in Russia • Collapse of Chinese imperial rule • Nationalism in India and Southwest Asia <p>YEARS OF CRISIS</p> <ul style="list-style-type: none"> • Post WW I trends • Great Depression • Rise of Fascism <p>WORLD WAR II</p> <ul style="list-style-type: none"> • Causes and consequences • Holocaust 	<p>THE GREAT DEPRESSION AND THE NEW DEAL</p> <ul style="list-style-type: none"> • Wall Street Crash • FDR’s 100 Days • racial issues (Mexican deportation) <p>DIPLOMACY IN THE 1930s</p> <ul style="list-style-type: none"> • Good Neighbor Policy • Aggressors: Japan, Germany, Italy • Appeasement, Lend-Lease Act, Atlantic Charter <p>THE SECOND WORLD WAR</p> <ul style="list-style-type: none"> • Mobilizing production, propaganda, internment of Japanese-Americans • D-Day (War in Europe) • War in Pacific—Hiroshima and Nagasaki • Wartime conferences—Teheran, Yalta, Potsdam • Postwar atmosphere—the UN <p>TRUMAN AND THE COLD WAR</p> <ul style="list-style-type: none"> • Containment—Truman Doctrine, Marshall Plan, Berlin Crisis, NATO • Revolution in China • Korean War (MacArthur v. Truman) <p>EISENHOWER AND MODERN REPUBLICANISM</p> <ul style="list-style-type: none"> • McCarthyism • Brown v. Board of Education • America’s homogenized society • Space Race <p>KENNEDY’S NEW FRONTIER & JOHNSON’S GREAT SOCIETY</p>	<p>INSTITUTIONS OF NATIONAL GOVERNMENT: CONGRESS, PRESIDENCY, BUREAUCRACY, AND FEDERAL COURTS</p> <ul style="list-style-type: none"> • Major formal and informal institutional arrangements of power • Relationships among these four institutions, and varying balances of power • Linkages between institutions and the following: public opinion and voters, interest groups, political parties, the media, sub-national governments <p>PUBLIC POLICY</p> <ul style="list-style-type: none"> • Policy making in a federal system • Formation of policy agendas • Role of institutions in the enactment of policy • Role of bureaucracy and the courts in policy implementation and interpretation • Linkages between policy processes and the following: political institutions and federalism, political parties, interest groups, public opinion, elections, policy networks

			<ul style="list-style-type: none"> • New domestic programs (tax cut, war on poverty, affirmative action) • Civil Rights and Civil Liberties (African Americans) • The New Left and the Counterculture • Supreme Court and the Miranda v. Arizona decision • Bay of Pigs, Cuban Missile Crisis • Vietnam (Gulf of Tonkin) <p>NIXON</p> <ul style="list-style-type: none"> • Vietnam—escalation and pull-out • China—restoring relations • USSR—détente • Supreme Court—Roe v. Wade • Watergate crisis and Nixon’s resignation 	
4	<p>GOVERNMENT</p> <ul style="list-style-type: none"> • Illinois Constitution • Structure and functions of state government • Organization of county government • Functions of city government • Judicial system <p>MODERN ILLINOIS</p> <ul style="list-style-type: none"> • Education • Economy • Politics • Culture <p><i>CURRENT EVENTS EMPHASIZED THROUGHOUT</i></p>	<p>RESTRUCTURING POSTWAR WORLD</p> <ul style="list-style-type: none"> • U.S. and Soviet split • China, Korea, and Vietnam • Thaw in Cold War <p>COLONIES BECOME NATIONS</p> <ul style="list-style-type: none"> • India • Southeast Asia and Africa • Middle East conflict <p>STRUGGLE FOR DEMOCRACY</p> <ul style="list-style-type: none"> • Latin America • Nigeria and South Africa • Collapse of Soviet Union 	<p>THE US SINCE 1974</p> <ul style="list-style-type: none"> • The New Right and the conservative social agenda • Ford and Rockefeller • Carter (energy, inflation, Camp David Accords, Iran hostage crisis) • Reagan (tax cuts, deficits, defense buildup, Iran-Contra Affair) • Immigration (Asian and Hispanic) • Role of African Americans in local, state, and national politics <p>AP US HISTORY EXAM</p>	<p>CIVIL RIGHTS AND CIVIL LIBERTIES</p> <ul style="list-style-type: none"> • The development of civil liberties and civil rights by judicial interpretation • Knowledge of substantive rights and liberties • Impact of the 14th Amendment on the constitutional development of rights and liberties

9th GRADE: GEOGRAPHY and ILLINOIS STUDIES

		First Unit – Recommended for 1 st Quarter	9th Grade: Geography and Illinois Studies
Essential Questions: <ol style="list-style-type: none"> 1. Why are places divided into regions? 2. How does geography impact a countries economy and culture? 3. In what ways does our understanding of a place impact our perception of that place? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
REVIEW AND ADD BASIC GEOGRAPHIC TERMS <ul style="list-style-type: none"> • Geography skills • Types of governments and economic systems UNITED STATES AND CANADA <ul style="list-style-type: none"> • Political and physical map • Regions and resources • NAFTA MEXICO, CENTRAL AMERICA, CARIBBEAN ISLANDS <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources • NAFTA SOUTH AMERICA <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources EUROPE <ul style="list-style-type: none"> • Political and physical map • Cultural regions, role of the European Union CURRENT EVENTS <i>EMPHASIZED THROUGHOUT</i>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</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.9-10.6. 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.</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.</p> <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.</p>	<p>Timelines</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Graphic organizers</p> <p>K-W-L Chart</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Narrative Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p>

		Second Unit - Recommended for 2nd Quarter	9th Grade: Geography and Illinois Studies
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is there conflict in Middle East? 2. Why is Africa underdeveloped? 3. Why are some Asian countries politically and economically more advance that other Asian countries? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>NORTHERN EURASIA</p> <ul style="list-style-type: none"> • Political and physical map • Communism and the demise of the Soviet Union • Social and economic effects of the fall of the USSR <p>MIDDLE EAST</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of Middle Eastern Conflict <p>AFRICA</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of African ethnic conflict • Economic and social problems in Africa <p>SOUTH ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Culture and current conflict in region <p>EAST AND SOUTHEAST ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions, economic relationship with United States <p>AUSTRALIA, NEW ZEALAND, AND PACIFIC ISLANDS</p> <ul style="list-style-type: none"> • Political and physical map • Culture and resources <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each</p>	<p>3D project: Create a three dimensional sculpture of a historical scene for example the fall of the Berlin wall made out of popsicle sticks</p> <p>Murals with presentations</p> <p>Research paper on the roots of Middle East Conflict (internal citations, min. 3 sources, works cited) with multi-media presentation</p> <p>Map Project (authentic representation - to scale- of geographical locations of significant historical event)</p> <p>Compare/Contrast Essay of two political or economic systems in Europe or Asia</p> <p>Biography of an “Ordinary Citizen” in a selected country or geographical location</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Extended Writing Projects</p> <p>Research Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p>

	<p>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.</p>		<p>Unit Requirements:</p> <ul style="list-style-type: none">1 Long Writing Piece1 Oral Presentation3 Lessons incorporating texts other than print
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		Third Unit – Recommended for 3rd Quarter	9th Grade: Geography and Illinois Studies
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How has the physical geography of Illinois impacted its history? 2. What were the pros and cons of statehood for the people of Illinois? 3. How did early Illinois culture change overtime? 			
Content and Concept	Common Core Standards	Activities/Projects	Assessments/Measures
<p>ILLINOIS—THE PLACE</p> <ul style="list-style-type: none"> • Physical Geography: location, regions, resources, climates • Cultural Geography: demographics, writers, artists, musicians, athletes <p>HISTORY</p> <ul style="list-style-type: none"> • Pre-Columbian • Exploration and settlement • Territorial growth • Statehood • Civil War and Reconstruction • World Wars and Great Depression • Civil Rights Movement <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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</p>	<p>Text Message Simulated Correspondence in conjunction with an Explorer and his family back home</p> <p>Image Journal in conjunction with The Secret Lives of Bee Students trace the history of their choices and challenges through a photo gallery representation</p> <p>Persuasive Multi-genre paper that discusses the challenges and choices inherent in wars</p> <p>Field Trip to a unique environment that introduces the students to a new world</p> <p>Creative Language Presentation (presentation in sign language, foreign language, mime, coded language, movement, song, etc)</p> <p>Whose Line is it Anyway Production: Student groups create a historical scene, teacher freezes the moment, other students are chosen to recreate the scene by moving the frozen characters, then the students continue to improvise the scene (teatro)</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Persuasive Writing Rubrics</p> <p>Direct Vocabulary Instruction</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>flexibly and dynamically.</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.</p> <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.</p>		
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		Fourth Unit – Recommended for 4th Quarter	9th Grade: Geography and Illinois Studies
Essential Questions:			
<ol style="list-style-type: none"> How was Chicago's development shaped by major events and change? How did people, political events, and trends shape Illinois' history? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/ Measures
<p>GOVERNMENT</p> <ul style="list-style-type: none"> Illinois Constitution Structure and functions of state government Organization of county government Functions of city government Judicial system <p>MODERN ILLINOIS</p> <ul style="list-style-type: none"> Education Economy Politics Culture <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Authentic Task: Create a newspaper dated 1971, the year when the present Illinois constitution was written. Include all contents of Newspaper</p> <p>Speech using persuasive techniques</p> <p>Poetry Video Essay: Students choose five different types of poetry that represents their community; combine them, read them, and create a video that shows images of them with symbols of their community in the future</p> <p>Advertisement for a unique product line that would improve the educational system in Illinois (create an authentic audience by having a student-wide contest)</p> <p>Letter to the Editor with cooperation of local editing staff</p> <p>Scenario Scavenger Hunt: Teacher provides students with a list of scenarios with the purpose of students choosing the best mode of communication for response. When the student uses the correct mode of communication, the next prompt is given. Once the student has achieved all prompts they receive a reward.</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Nonfiction Writing Rubrics</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Products (personal dictionary, interactive notebook, journals, etc.)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <hr/> <p>Unit Requirements:</p> <p>1 Authentic Assessment Writing Piece</p> <p>1 Oral Presentation</p>

10th GRADE: WORLD HISTORY

		First Unit – Recommended for 1 st Quarter	10th Grade: World History
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is civilization and why is it important? 2. What do lasting empires have in common? 3. How to the accomplishments of one culture help foster the growth of another? 4. How did the American and/or French Revolutions reflect Enlightenment ideas? 			
Content and Concept	Common Core Standards	Activities/Projects	Assessments/Measures
<p>REVIEW EARLY CIVILIZATION THROUGH 1750</p> <ul style="list-style-type: none"> • Geography; • Timeline • Major civilizations • Major religions <p>MUSLIM EMPIRES</p> <ul style="list-style-type: none"> • Ottoman • Safavid • Mughal <p>ASIAN EMPIRES</p> <ul style="list-style-type: none"> • Qing/Ming Empires • Feudal Japan <p>ENLIGHTENMENT THROUGH AMERICAN REVOLUTION</p> <ul style="list-style-type: none"> • Philosophers • Despots • Influence on American colonist <p>FRENCH REVOLUTION AND NAPOLEON</p> <ul style="list-style-type: none"> • Reform, Conflict, and Terror • Napoleon • Congress of Vienna 	<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and who you want to be</p> <p>Timelines, family trees, autobiographies</p> <p>Role playing, acting out historical events, rewrite dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Narrative Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

Second Unit - Recommended for 2nd Quarter

10th Grade: World History

Essential Questions:

1. What were some of the effects of the Industrial Revolution?
2. Why might growing Nationalism have posed a threat to rulers of large territories?
3. What might be some effects of Imperialism?

Content and Concept	Common Core Standards	Activities/Projects	Assessments/Measures
<p>NATIONALIST REVOLUTION SWEEPS WEST</p> <ul style="list-style-type: none"> • Latin America • Changes in Europe <p>INDUSTRIAL REVOLUTION</p> <ul style="list-style-type: none"> • Beginnings • Effects on cities • Worldwide impact <p>REFORM, ACTIVISM, AND PROGRESS</p> <ul style="list-style-type: none"> • Self rule for British colonies • New technology • Advances in science and medicine <p>AGE OF IMPERIALISM</p> <ul style="list-style-type: none"> • European imperialist • Decline of Ottoman Empire • British in India • Japanese and Chinese imperialism 	<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Write autobiography (photo, eportfolio, paper)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>1 21st Century Skills Activity</p> <p>3 Lessons incorporating texts other than print</p>

		Third Unit – Recommended for 3rd Quarter	10th Grade: World History
Essential Questions:			
<ol style="list-style-type: none"> 1. Is fighting or war ever necessary? What is the nature of conflict? 2. How can violence be avoided (if it can)? 3. How can we learn how to operate within and with conflict? 			
Texts/Resources	Common Core Standards	Activities/Projects	Assessments/Measures
THE GREAT WAR <ul style="list-style-type: none"> • Causes • Political and social impact on the world REVOLUTION AND NATIONALISM <ul style="list-style-type: none"> • Revolution in Russia • Collapse of Chinese imperial rule • Nationalism in India and Southwest Asia YEARS OF CRISIS <ul style="list-style-type: none"> • Post WW I trends • Great Depression • Rise of Fascism WORLD WAR II <ul style="list-style-type: none"> • Causes and consequences • Holocaust 	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>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> <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.</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.</p> <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.</p>	<p>Debate Issue: Was the use of the atomic bomb necessary?</p> <p>Role playing, acting out historical scenes, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Persuasive Writing Rubrics</p> <p>Direct Vocabulary Instruction</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Write autobiography (photo, eportfolio, paper</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p>
			<p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>1 21st Century Skills Activity</p> <p>3 Lessons incorporating texts other than print</p>

		Fourth Unit – Recommended for 4th Quarter	10th Grade: World History
Essential Questions:			
1. What kinds of problems have South American countries experienced in the 20th century? 2. What challenges face newly independent countries in Africa? 3. What conditions led to conflict in the Middle East?			
Texts/Resources	Common Core Standards	Activities/Projects	Assessments/Measures
RESTRUCTURING POSTWAR WORLD <ul style="list-style-type: none"> • U.S. and Soviet split • China, Korea, and Vietnam • Thaw in Cold War COLONIES BECOME NATIONS <ul style="list-style-type: none"> • India • Southeast Asia and Africa • Middle East conflict STRUGGLE FOR DEMOCRACY <ul style="list-style-type: none"> • Latin America • Nigeria and South Africa • Collapse of Soviet Union 	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out historical events, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Nonfiction Writing Rubrics</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Products (personal dictionary, interactive notebook, journals, etc.)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <hr/> <p>Unit Requirements:</p> <p>1 Authentic Assessment Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

11th GRADE: AP U.S. HISTORY

		First Unit – Recommended for 1 st Quarter	11 th Grade: AP U.S. History
<p>Essential Questions:</p> <ol style="list-style-type: none"> How did religion, trade, and politics in the colonies affect relations with Great Britain? How were the tensions between the Hamiltonians and the Jeffersonians manifested politically, economically, and diplomatically? Analyze the relative importance of economic, political, and social factors in the sectional tensions of the period. 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>EARLY COLONIAL HISTORY, 1492-1650</p> <ul style="list-style-type: none"> Spanish, French, English, & Dutch exploration (Jamestown, Plymouth) Native Americans <p>AMERICA AND THE BRITISH EMPIRE, 1650-1754</p> <ul style="list-style-type: none"> Mercantilism and growth of Slavery Social structure, culture, “new” immigrants <p>REVOLUTION, 1754-1783</p> <ul style="list-style-type: none"> Anglo-French rivalries (French and Indian War) Stamp Act, Boston Tea Party, Declaration of Independence War—French alliance, Loyalists, economy Articles of Confederation, creating state governments <p>CONSTITUTION AND THE NEW REPUBLIC, 1776-1800</p> <ul style="list-style-type: none"> Federalists v. Anti-federalists, Bill of Rights Washington as President John Adams as President, XYZ Affair, Alien and Sedition Acts <p>AGE OF JEFFERSON, 1800-1816</p> <ul style="list-style-type: none"> LA Purchase Madison War of 1812 (causes, Treaty of Ghent, New Orleans) <p>NATIONALISM AND ECONOMIC EXPANSION</p> <ul style="list-style-type: none"> Era of Good Feelings, Panic of 1819 Settlement of West, MO Compromise Foreign Affairs (Monroe Doctrine) Economic Revolution (expansion of business, cotton in South) <p>SECTIONALISM</p> <ul style="list-style-type: none"> Southern society, culture, economy, politics Northern industry, labor, urbanization Westward expansion (squatters, removal of Native Americans) <p>AGE OF JACKSON, 1828-1848</p> <ul style="list-style-type: none"> 2 party system (Democrats v. Whigs) 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p>
			<p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

<ul style="list-style-type: none"> • Nullification Crisis, Bank Crisis • Martin Van Buren and the Panic of 1837 <p>TERRITORIAL EXPANSION AND SECTIONAL CRISIS</p> <ul style="list-style-type: none"> • Manifest Destiny and Mexican War, Wilmot Proviso <p>CREATING AN AMERICAN CULTURE</p> <ul style="list-style-type: none"> • Education, nationalism, religion, reform crusades <p>THE 1850s, DECADE OF CRISIS</p> <ul style="list-style-type: none"> • Compromise of 1850, Fugitive Slave Act • KS-NE Act, Lincoln-Douglas Debates 	<p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Second Unit - Recommended for 2nd Quarter	11 th Grade: AP U.S. History
Essential Questions: <ol style="list-style-type: none"> In what ways and to what extent did the Civil War transform the economy, society, and politics of the United States? What efforts were made to deal with the problems of urbanization during the Gilded Age and how successful were those efforts? In what ways did the social, political, and economic involvement of government in American society change during the Progressive era? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
CIVIL WAR <ul style="list-style-type: none"> Assets of each side Foreign affairs and diplomacy Abolition of slavery RECONSTRUCTION THROUGH 1877 <ul style="list-style-type: none"> Presidential plans (Lincoln and Johnson) Congressional plans (radical) Compromise of 1877 and end of Reconstruction NEW SOUTH AND THE LAST WEST <ul style="list-style-type: none"> Politics in the “New South” Western railroad, mining bonanza INDUSTRIALIZATION AND CORPORATIONS <ul style="list-style-type: none"> Industrial growth (railroads, oil, coal, iron, steel, electricity, banks) Laissez-faire conservatism Social Darwinism Union movement URBAN SOCIETY <ul style="list-style-type: none"> Lure of the city, problems in the city, and social reforms INTELLECTUAL AND CULTURAL MOVEMENTS <ul style="list-style-type: none"> education and mass culture NATIONAL POLITICS, THE GILDED AGE <ul style="list-style-type: none"> Conservative presidency (trusts, RR regulation, tariff controversy) Populism, silver question FOREIGN POLICY, 1865 THROUGH 1914 <ul style="list-style-type: none"> Imperialism in Latin America (Spanish American War) Far East (Open Door Policy) Taft—dollar diplomacy; Wilson—moral diplomacy PROGRESSIVE ERA <ul style="list-style-type: none"> Muckrakers Black America (Washington, DuBois, Garvey) Roosevelt’s Square Deal and Wilson’s New Freedom THE GREAT WAR	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. WHST.11-12.4. Produce clear and coherent	Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations. Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.) Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be Timelines, family trees, biographies Role playing, acting out scenes from history, write dialogue P.O.I (presentation of issues) D.O.L (quote journals) Independent Reading with logs or journals Literature circles Anticipation Guides K-W-L Chart Simulations Personal Ads Image Writing Video Essay Question/Answer Relationships (Blooms Taxonomy) Wikis and Blogs Classroom Forums	Interim Assessments Response to literature Essay Rubrics Ongoing Writing Portfolios Formative Assessments: Quizzes, Tests Write autobiography (photo, eportfolio, paper) Participation Oral Presentations using multi-media Publishing (web pages, authentic tasks with authentic audiences)
			Unit Requirements: <ol style="list-style-type: none"> 1 Long Writing Piece 1 Oral Presentation 3 Lessons incorporating texts other than print

<ul style="list-style-type: none"> • Neutrality □ mobilization • Wilson’s 14 Points, Treaty of Versailles, problem of ratification <p>NEW ERA—THE ROARING ‘20s</p> <ul style="list-style-type: none"> • Economic development and new cultures • Myth of isolation 	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Third Unit – Recommended for 3rd Quarter	11 th Grade: AP U.S. History
Essential Questions: <ol style="list-style-type: none"> How did the Great Depression and the New Deal response to it transform American politics and society? What effect did World War II have on America’s society, economy, and politics? In what ways did the Cold War continue to shape American society and politics during these decades? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
THE GREAT DEPRESSION AND THE NEW DEAL <ul style="list-style-type: none"> Wall Street Crash FDR’s 100 Days racial issues (Mexican deportation) DIPLMACY IN THE 1930s <ul style="list-style-type: none"> Good Neighbor Policy Aggressors: Japan, Germany, Italy Appeasement, Lend-Lease Act, Atlantic Charter THE SECOND WORLD WAR <ul style="list-style-type: none"> Mobilizing production, propaganda, internment of Japanese-Americans D-Day (War in Europe) War in Pacific—Hiroshima and Nagasaki Wartime conferences—Teheran, Yalta, Potsdam Postwar atmosphere—the UN TRUMAN AND THE COLD WAR <ul style="list-style-type: none"> Containment—Truman Doctrine, Marshall Plan, Berlin Crisis, NATO Revolution in China Korean War (MacArthur v. Truman) EISENHOWER AND MODERN REPUBLICANISM <ul style="list-style-type: none"> McCarthyism Brown v. Board of Education America’s homogenized society Space Race KENNEDY’S NEW FRONTIER & JOHNSON’S GREAT SOCIETY <ul style="list-style-type: none"> New domestic programs (tax cut, war on poverty, affirmative action) Civil Rights and Civil Liberties (African Americans) The New Left and the Counterculture Supreme Court and the Miranda v. Arizona decision Bay of Pigs, Cuban Missile Crisis Vietnam (Gulf of Tonkin) NIXON <ul style="list-style-type: none"> Vietnam—escalation and pull-out China—restoring relations 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Opinion Writing Rubrics</p> <p>Direct Vocabulary Instruction</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Write autobiography (photo, eportfolio, paper)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>13 Lessons incorporating texts other than print</p>

<ul style="list-style-type: none"> • USSR—détente • Supreme Court—Roe v. Wade • Watergate crisis and Nixon’s resignation 	<p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Fourth Unit – Recommended for 4th Quarter	11th Grade: AP U.S. History
Essential Questions:			
1. To what extent were US policies and cultural values after 1981 manifestations of Reagan conservatism?			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
THE US SINCE 1974 <ul style="list-style-type: none"> • The New Right and the conservative social agenda • Ford and Rockefeller • Carter (energy, inflation, Camp David Accords, Iran hostage crisis) • Reagan (tax cuts, deficits, defense buildup, Iran-Contra Affair) • Immigration (Asian and Hispanic) • Role of African Americans in local, state, and national politics AP US HISTORY EXAM	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	AP EXAM REVIEW ACTIVITIES! Jeopardy Are You Smarter Than a 11th Grade AP US History Student Who Wants To Be A Millionaire Scavenger Hunt for AP US History Artifacts	Interim Assessments Products (personal dictionary, interactive notebook, journals, etc.) Participation AP US HISTORY EXAM
			Unit Requirements: AP US HISTORY EXAM

12th GRADE: AP GOVERNMENT

		First Unit – Recommended for 1 st Quarter	12 th Grade: AP Government
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the philosophical underpinnings of the US system of government? 2. How is the Constitution a reflection of a combination of historical, social, and political circumstances and events? 3. How did the <u>Federalist Papers</u> reflect the philosophy of creating a government capable of governing, promoting economic development, and maintaining liberty? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>CONSTITUTIONAL UNDERPINNINGS OF US GOVERNMENT</p> <ul style="list-style-type: none"> • Considerations in formulation of US Constitution • Separation of Powers • Federalism • Theories of democratic government 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>Debate: The Great Compromise</p> <p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would've responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Second Unit - Recommended for 2nd Quarter	12 th Grade: AP Government
Essential Questions: <ol style="list-style-type: none"> 1. What are some of the characteristics of the American people and what are the implications of demographic changes? 2. What are the (generally) prevailing American political ideologies? 3. What relationships exist between government and economics? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>POLITICAL BELIEFS AND BEHAVIORS</p> <ul style="list-style-type: none"> • Citizens’ beliefs about government and their leaders • Processes by which citizens learn about politics • Nature, sources, and consequences of public opinion • Ways in which citizens vote and otherwise participate in political life • Factors that influences citizens to differ from one another in political beliefs and behaviors <p>POLITICAL PARTIES, INTEREST GROUPS, AND MASS MEDIA</p> <ul style="list-style-type: none"> • Political parties and elections: functions, organization, development, effects on the political process, electoral laws and systems • Interest groups, including PACs: range of interests represented, activities of interest groups, effects of interest groups on political process, characteristics and roles of PACs in political process • Mass media: functions and structures of media, impacts of media on politics 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent</p>	<p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Third Unit – Recommended for 3rd Quarter	12 th Grade: AP Government
<p>Essential Questions:</p> <ol style="list-style-type: none"> Has the bureaucracy become too large or is it necessary to successfully carry out the laws of a complex society? What is the role of the federal bureaucracy in implementing, managing and evaluating federal policy? How does the government develop, implement and evaluate public policy? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>INSTITUTIONS OF NATIONAL GOVERNMENT: CONGRESS, PRESIDENCY, BUREAUCRACY, AND FEDERAL COURTS</p> <ul style="list-style-type: none"> Major formal and informal institutional arrangements of power Relationships among these four institutions, and varying balances of power Linkages between institutions and the following: public opinion and voters, interest groups, political parties, the media, subnational governments <p>PUBLIC POLICY</p> <ul style="list-style-type: none"> Policy making in a federal system Formation of policy agendas Role of institutions in the enactment of policy Role of bureaucracy and the courts in policy implementation and interpretation Linkages between policy processes and the following: political institutions and federalism, political parties, interest groups, public opinion, elections, policy networks 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary,</p>	<p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p>
			<p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Fourth Unit – Recommended for 4th Quarter	12 th Grade: AP Government
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why did the road to equality for all Americans take so long to achieve? 2. Explain the origins and development of the civil rights movement; how did the diverse disadvantaged minority groups within American society learn from, and react to each other, in their quest for legal equality. 3. Have social action programs and civil rights legislation effectively reduced discrimination and achieved equity in American Society? If not, what groups continue to struggle for legal equality? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>CIVIL RIGHTS AND CIVIL LIBERTIES</p> <ul style="list-style-type: none"> • The development of civil liberties and civil rights by judicial interpretation • Knowledge of substantive rights and liberties • Impact of the 14th Amendment on the constitutional development of rights and liberties 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>AP EXAM REVIEW ACTIVITIES!</p> <p>Jeopardy</p> <p>Are You Smarter Than a 11th Grade AP US History Student</p> <p>Who Wants To Be A Millionaire</p> <p>Scavenger Hunt for AP US History Artifacts</p>	<p>Interim Assessments</p> <p>Products (personal dictionary, interactive notebook, journals, etc.)</p> <p>Participation</p> <p>AP US HISTORY EXAM</p>
			<p>Unit Requirements:</p> <p>AP US HISTORY EXAM</p>

Scientific Inquiry
Type: Unit Plan

Scientific Inquiry

Unit Dates: 9-20 to 9-23	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Students will explore the basic framework and elements of scientific inquiry. Scientific inquiry is an investigative process that we will use throughout this year to discover themes and concepts in biology.	Biology	4 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 11 Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>Standard 11A Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>Objective 11.11.01 Understand and follow procedures relating to scientific investigations, including understanding the design and procedures used to test a hypothesis, organizing and analyzing data accurately and precisely, producing and interpreting data tables and graphs, performing appropriate calculations, applying basic statistical methods to the data, identifying appropriate conclusions, making predictions, and evaluating competing models.</p> <p>Objective 11.11.02 Distinguish among the following: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, comparing data.</p> <p>Objective 11.11.03 Identify possible sources of error in an experiment.</p> <p>Objective 11.11.04 Distinguish and define the following components of typical experiments: constants, variables, experimental group, control group (or control setup).</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do scientists investigate the world?	IOD 201- identify the basic parts of a graph. IOD 202 - take one piece of data out of a graph or table.	<p>Scientific inquiry involves an 8 step process that is called the scientific method. These steps include 1.Observation 2.Question 3.Hypothesis 4.Experiment 5.Results 6.Conclusion 7.Publish 8.Repeat.</p> <p>The basic tools of scientific inquiry are observation and inference. Observations use the 5 senses to record the</p>
How do scientists do research?		
Why do scientists do experiments?		

Scientific Inquiry
Type: Unit Plan

		<p>elements and phenomenon in the environment. Then scientists use inference to make judgements based on the observations.</p> <p>There are two types of observation, which we call qualitative and quantitative. Qualitative is an observation that has to do with the quality of an object, such as color or shape. On the other hand, quantitative observations have to do with numbers, such as specific length or weight of an object.</p> <p>Scientists classify observed elements that change in the environment as variables; however, elements, that don't change are constants. There are two types of variables: those that change independently of other elements in the environment and those that change dependently on the changes in other elements in the environment.</p> <p>If scientists wish to study a variable in the environment, he or she must hold all variables constant except one variable. Only then in isolation of one dependent variable and one independent variable can the scientist identify cause and effect, which is the goal of scientific inquiry. Scientists can further compare variables by introducing controlled variables, or elements that change in predictable ways.</p>
<p>ILS see above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>SWBAT list the 8 steps of the scientific method with 80% mastery.</p>		<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p>

Scientific Inquiry
Type: Unit Plann

<p>SWBAT define observation and inference with 80% mastery.</p> <p>SWBAT make at least 3 quantitative and qualitative observations and 3 inferences with 100% mastery.</p> <p>SWBAT analyze a case study of an experiment to determine the independent, dependent, and controlled variables.</p>		<ul style="list-style-type: none"><input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input type="checkbox"/> Project<input type="checkbox"/> Reflective Essay<input checked="" type="checkbox"/> Short Answer<input type="checkbox"/> Constructed Response<input type="checkbox"/> Creative Performance or Exhibition<input type="checkbox"/> Essay<input type="checkbox"/> Fill in the Blank<input checked="" type="checkbox"/> Graphic Organizer<input checked="" type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input checked="" type="checkbox"/> Matching<input type="checkbox"/> Multiple Choice<input type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input type="checkbox"/> Performance Task<input type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Quiz<input type="checkbox"/> Rubric<input type="checkbox"/> Self Evaluation<input type="checkbox"/> Structured Interview<input checked="" type="checkbox"/> Textbook/Workbook Problems<input checked="" type="checkbox"/> True/False
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Scientific Inquiry
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p> <p>Clipboard with student record matrix</p>	<p>Scientific Inquiry</p> <p>Scientific Method</p> <p>Hypothesis</p> <p>Observation</p> <p>Inference</p> <p>Experiment</p> <p>Results</p> <p>Qualitative</p> <p>Quantitative</p> <p>Variable</p> <p>Independent Variable</p> <p>Dependent Variable</p> <p>Controlled Variable</p> <p>Constant</p>

Ecosystems

Unit Dates: 9-27 to 10-29	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Ecology is the interaction among organisms and between organisms and their environment. Through the use of various tables' graphs and diagrams, students will be able to analyze data to show the impact of these interactions. During this unit, students will develop a greater understanding of how ecological concepts through the use of various labs to help enrich their experience through experimental lab skills.	Biology	23 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12B Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p>Ecology and Adaptation</p> <p>Objective 12.11.31 Understand the causes of ecosystem disruptions: changes in climate, human activity, introduction of a nonnative species, changes in population size, sudden natural disasters.</p> <p>Objective 12.11.35 Understand that a vital part of an ecosystem is the stability of its producers and decomposers.</p> <p>Objective 12.11.36 Understand the effects upon the population of a species caused by various ecological factors, particularly</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How are living things related within the biosphere?	<p>CRS</p> <p>IOD 201 Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) (IOD 304)</p>	<p>SWBAT... trace the flow of energy through living systems with 80% mastery.</p> <p>SWBAT... identify the complex interactions that occur within a group of organisms with 80% mastery.</p>

	<p>IOD 304)</p> <p>IOD 202 Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) (IOD 304)</p> <p>IOD 301 Select two or more pieces of data from a simple data presentation (IOD 304)</p>	<p>SWBAT... interpret various limiting factors that affect the growth of a population with 80% mastery.</p> <p>SWBAT... recognize how the environment can be changed by various natural and unnatural causes with 80% mastery.</p> <p>SWBAT... identify the characteristics of eco-friendly and sustainable development with 80% mastery.</p>
<p>ILS</p> <p>National Science Standards</p> <p>6.1 Explain how birth, death, immigration, and emigration influence population size.</p> <p>6.2 Analyze changes in population size and biodiversity (speciation and extinction) that result from the following: natural causes, changes in climate, human activity, and the introduction of invasive, non-native species.</p> <p>6.3 Use a food web to identify and distinguish producers, consumers, and decomposers, and explain the transfer of energy through trophic levels. Describe how relationships among</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Students must understand that energy moves through living systems. It moves from the original source of energy, the sun, to various actors in the ecosystem, or community of organisms. Energy moves from one to the other through consumption of organisms. Each organism needs to eat something and is generally eaten by another organism. If one traces this path of predator/ prey interactions, it is possible to follow the path of energy in the ecosystem.</p> <p>In many ecosystems, the path of energy flow is very</p>	<p>Lab Skills</p> <p>Prepare 3. Formulate a testable scientific question</p> <p>Conduct 4. Clean up their lab area when finished without specifically being asked by the teacher.</p> <p>Communicate 1. Summarize how they conducted the experiment.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p>

Ecosystems
Type: Unit Plan

<p>complicated. This is because animals eat multiple types of organisms and are eaten by many types of organisms. If one traces these relationships with arrows pointing in the direction of energy flow, then the resulting pattern is known as a food web.</p> <p>Within the food web the organisms exist in unequal numbers and biomass, which maintains the balance of energy flow in the ecosystem. The population number and biomass of the organisms in the ecosystem depends on a few limiting factors. These include food, shelter, water, and space.</p> <p>The ecosystem is governed by natural causes, such as limiting factors; however, unnatural causes also play an important role in changing the environment. Unnatural causes include human factors, such as exotic species and environmental degradation.</p> <p>Since humans are the main unnatural causes of negative impacts on the ecosystem, it is important to think about how we can change our lifestyles to live sustainably.</p>		<input checked="" type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> • Remember "wait time 1 & 2" • Think-pair-share • Ask "follow ups" • Withhold judgement 	<p>Projector Tomes Screen Bellringer sheets, pictures Computer paper</p>	<p>Abiotic Adaptations Animal Bacteria Biotic</p>

Ecosystems
Type: Unit Plan

<ul style="list-style-type: none">• Ask for summary• Survey the class• Allow for student calling• Play devil's advocate• Ask students to "unpack their thinking"• Cold Call• 100%• Cue student responses• Positive framing• No opt out	Printer/Copier Jenga Blocks Ecosystem Posters Poster paper Markers Clipboard with student record matrix	Carnivore Consumers Ecosystem Food Chain Food Web Herbivores Omnivores Photosynthesis Plant Predator Prey Producer
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Cell: Form and Function
Type: Unit Plan

Cell: Form and Function

Unit Dates: 11-8 to 1-14	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Cells have specific structures and functions that make them distinct. The processes in a cell can be classified broadly as growth, maintenance, and reproduction. During this unit students will be asked to compare and contrast various forms of data in order to make connections and inferences about several cell biology topics. Experimental and observation based labs will help students gain a better understanding of cell biology by ensuring direct connections with the cellular world around them.	Biology	24 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Cell Biology</p> <p>Objective 12.11.04 Identify the similarities and differences between plant and animal cells (i.e., know the various fundamental organelles of plant and animal cells and be able to distinguish these organelles in diagrams).</p> <p>Objective 12.11.05 Understand how the semi-permeable membranes regulate the flow of substances in and out of the cell body.</p> <p>Objective 12.11.07 Understand that chloroplasts in plant cells capture useable energy from sunlight and store it for future use by synthesizing sugar out of carbon dioxide and water.</p> <p>Objective 12.11.08 Understand the role of mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide and water.</p> <p>Objective 12.11.09 Understand that the chief energy-storing compound used by organisms is ATP (adenosine triphosphate).</p> <p>Objective 12.11.11 Understand how prokaryotic cells, eukaryotic cells (whether of animals or plants and whether unicellular or multicellular), and viruses differ in complexity and structure. In particular:</p>
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Cell: Form and Function
Type: Unit Plan

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What tools do scientists use to make observations and inferences of microscopic organisms?</p> <p>What does it mean to be living?</p> <p>What were the first organisms on Earth?</p> <p>How do unicellular organisms work?</p> <p>We are multicellular organisms. How are we different than plants on a cellular level?</p>	<p>IOD 304. Identify the tools and processes involved in experimental design.</p> <p>IOD 16-19.1 Select two or more pieces of data from a simple data presentation</p> <p>IOD 20-23.3 Translate information into a table, graph, or diagram</p> <p>IOD 20-23.1 Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p>	<p>Scientists use microscopes to observe the microscopic world. In this cellular level, we observe unicellular and multicellular organisms. Organisms are defined as units of life, which reproduce, consume, excrete, grow, react to stimuli, and maintain an internal balance.</p> <p>There are two types of unicellular organisms, prokaryotes and eukaryotes. Prokaryotes were the first living organisms on Earth, and eukaryotes followed with the development of nuclei and organelles.</p> <p>Eukaryotes eventually bound together into multicellular organisms, called animal and plant cells. These cells both have many similarities common to living organisms; however, they both have differences that result in macroscopic dissimilarities of structure and function.</p>
ILS		
See above		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>SWBAT identify the parts and function of a microscope.</p> <p>SWBAT perform the proper use of a microscope.</p> <p>SWBAT identify the qualities of living organisms.</p> <p>SWBAT distinguish the similarities and differences between prokaryotes and eukaryotes.</p> <p>SWBAT name the major organelles found in a eukaryotic cell and describe their functions.</p> <p>SWBAT distinguish the similarities and differences between plant and animal cells.</p>	<p>Prepare 4. Formulate a scientific hypothesis</p> <p>Conduct 3. Record data in an organized way as they conduct the experiment</p> <p>Analyze 1. Create a graphical representation of the data they collected</p> <p>Biology 1. Properly carry a microscope</p> <p>Biology 3. Prepare a wet-mount</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p>

Cell: Form and Function
Type: Unit Plan

		<input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Remember "wait time 1 & 2" • Think-pair-share • Ask "follow ups" • Withhold judgement • Ask for summary • Survey the class 	<p>Materials</p> <p>Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier Whiteboards</p>	<p>Critical Vocabulary</p> <p>Eukaryote Prokaryote Nucleus Organelle Cytoplasm Protein</p>

Cell: Form and Function
Type: Unit Plan

<ul style="list-style-type: none">• Allow for student calling• Play devil's advocate• Ask students to "unpack their thinking"• Cold Call• 100%• Cue student responses• Positive framing• No opt out	<p>Markers Clipboard with student record matrix</p>	<p>Ribosome Endoplasmic Reticulum Golgi Apparatus Lysosomes Vacuoles Mitochondria Chloroplasts Cytoskeleton Plasma Membrane Cell Wall</p>
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DNA/RNA/Protein

Unit Dates: 1-31 to 2-28	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Genes allow for the storage and transmission of genetic information. They are a set of instructions encoded in the nucleotide sequence of each organism. Genes code for the specific sequences of amino acids that comprise the proteins characteristic to that organism. This dogma will be the major theme of this unit. Students will be asked to study the different properties of DNA, RNA, and Protein through the use of various experimental comparisons. As a result, will gain the ability to compare and contrast through the use of scientific data.	Biology	18 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Genetics and Reproduction</p> <p>Objective 12.11.21 Understand that, in all living things, DNA (deoxyribonucleic acid) carries the instructions for specifying the characteristics of each organism. Understand that DNA is a large polymer formed from four subunits: A, G, C, and T (adenine, guanine, cytosine, thymine, a 5-carbon sugar and a phosphate). The chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes (as a string of molecular letters) and replicated (by a templating mechanism). Know that each DNA molecule in a cell is a single chromosome.</p> <p>Objective 12.11.22 Understand that a gene is a set of instructions in the DNA sequence of each organism that specifies the sequence of amino acids in polypeptides characteristic of that organism.</p> <p>Objective 12.11.23 Understand the general steps by which ribosomes synthesize proteins, using information from mRNA and from amino acids delivered by tRNA.</p> <p>Objective 12.11.24 Understand that specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.</p>

Essential Question	College Readiness Standard - Mastery	Unit Objectives/Enduring Understandings
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DNA/RNA/Protein
Type: Unit Plan

<p>How is the genetic code used to make protein?</p> <p>How does your cells read traits, like brown hair, in our DNA?</p> <p>How do you get brown hair from DNA that codes for brown hair?</p>	<p>Objectives</p> <p>IOD 304 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.</p> <p>IOD 402 Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p>	<p>We now know that the eukaryotic cell is the basis of multicellular organisms, like humans. However, we don't look like big blobs of cells, so there must be a way that cells create the protein structures that make up the body. In fact, the cell stores all of the information that is needed to make your body inside of the nucleus on the DNA.</p> <p>The DNA never leaves the cell. Instead, the cell copies parts of the DNA that it needs onto mRNA through a process called transcription. The mRNA then leaves the nucleus.</p> <p>Once outside the nucleus, the information on the mRNA is turned into protein by tRNA and ribosomes. This process is called translation.</p> <p>Proteins are packaged then sent outside of the cell to wherever they are needed.</p>
<p>ILS</p> <p>see above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What is the structure of DNA?</p> <p>Why was the discovery of the DNA molecule so important?</p> <p>How is the explanation of DNA replication important to the understanding of inheritance?</p> <p>What are the differences between DNA and RNA? What is the process of transcription?</p> <p>What is the process of translation?</p> <p>Recognize the role protein synthesis plays in an organism's metabolism?</p> <p>SWBAT describe what happens during the four phases of mitosis.</p> <p>SWBAT describe the overall structure of the DNA</p>	<p>Prepare 5. Design a set of simple procedures to test a scientific question</p> <p>Conduct 1. Follow a set of written procedures without asking for clarification from the teacher</p> <p>Analyze 2. Determine whether the data collected in their experiment support or refute their hypothesis</p> <p>Communicate 2. Summarize the findings or results of the laboratory experiment and what they learned from conducting it</p> <p>Analyze 3. Identify questions raised by the experiment that may require further investigation</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p>

DNA/RNA/Protein
Type: Unit Plan

<p>molecule.</p> <p>SWBAT describe the process in which DNA is used as a code for protein.</p> <p>SWBAT recognize that mutations cause a disruption in a cells ability to make protein.</p>		<input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgementAsk for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing 	<p>Materials</p> <p>Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier</p>	<p>Critical Vocabulary</p> <p>DNA RNA mRNA tRNA Ribosome Transcription Translation Adenine Cytosine Thymine</p>

DNA/RNA/Protein
Type: Unit Plan

		Guanine Chromosome Amino Acid
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Genetics

Unit Dates: 3-8 to 3-31	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Genes allow for the storage and transmission of genetic information. They are a set of instructions encoded in the nucleotide sequence of each organism. Genes code for the specific sequences of amino acids that comprise the proteins characteristic to that organism. This dogma will be the major theme of this unit. Students will be asked to study the different properties of DNA, RNA, and Protein through the use of various experimental comparisons. As a result, will gain the ability to compare and contrast through the use of scientific data.	Biology	14 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Genetics and Reproduction</p> <p>Objective 12.11.19 Understand how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents for simple dominant/recessive traits.</p> <p>Objective 12.11.20 Understand that a multicellular organism develops from a single zygote, and its phenotype (i.e. its outward appearance) depends on its genotype (i.e. its genetic makeup), which is established at fertilization.</p> <p>Objective 12.11.21 Understand that, in all living things, DNA (deoxyribonucleic acid) carries the instructions for specifying the characteristics of each organism. Understand that DNA is a large polymer formed from four subunits: A, G, C, and T (adenine, guanine, cytosine, thymine, a 5-carbon sugar and a phosphate). The chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes (as a string of molecular letters) and replicated (by a templating mechanism). Know that each DNA molecule in a cell is a single chromosome.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is the genetic code used to make protein?		We now know that the eukaryotic cell is the basis of

Genetics
Type: Unit Plan

<p>How does your cells read traits, like brown hair, in our DNA? How do you get brown hair from DNA that codes for brown hair?</p>	<p>IOD 304 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation. IOD 402 Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p>	<p>multicellular organisms, like humans. However, we don't look like big blobs of cells, so there must be a way that cells create the protein structures that make up the body. In fact, the cell stores all of the information that is needed to make your body inside of the nucleus on the DNA. The DNA never leaves the cell. Instead, the cell copies parts of the DNA that it needs onto mRNA through a process called transcription. The mRNA then leaves the nucleus. Once outside the nucleus, the information on the mRNA is turned into protein by tRNA and ribosomes. This process is called translation. Proteins are packaged then sent outside of the cell to wherever they are needed.</p>
<p>ILS see above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What is the structure of DNA? Why was the discovery of the DNA molecule so important? How is the explanation of DNA replication important to the understanding of inheritance? What are the differences between DNA and RNA? What is the process of transcription? What is the process of translation? Recognize the role protein synthesis plays in an organism's metabolism?</p>	<p>Prepare 5. Design a set of simple procedures to test a scientific question Conduct 1. Follow a set of written procedures without asking for clarification from the teacher Analyze 2. Determine whether the data collected in their experiment support or refute their hypothesis Communicate 2. Summarize the findings or results of the laboratory experiment and what they learned from conducting it Analyze 3. Identify questions raised by the experiment that may require further investigation</p>	<p><input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay</p>

Genetics
Type: Unit Plan

		<input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framingPositive framing No opt out 	<p>Materials</p> <p>Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier</p>	<p>Critical Vocabulary</p> <p>DNA Dominant Recessive Homozygous Heterozygous Punnett Square Gene</p>

Evolution
Type: Unit Plan

Evolution

Unit Dates: 4-4 to 5-6	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Evolution is the result of genetic changes that occur in constantly changing environments. Over many generations, changes in the genetic make-up of populations may affect biodiversity through speciation and extinction. During this unit, students will gain a better understanding of the concepts of evolution through the use of data analysis supporting a particular hypothesis.	Biology	17 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Change Over Time</p> <p>Objective 12.11.25 Understand that natural selection acts on the phenotype, not the genotype, of an organism.</p> <p>Objective 12.11.26 Understand that alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.</p> <p>Objective 12.11.27 Understand that variation within a species increases the likelihood that at least some members of a species will survive and reproduce under changed environmental conditions.</p> <p>Objective 12.11.28 Understand that reproductive or geographic isolation can lead to speciation.</p> <p>Objective 12.11.29 Understand that the millions of different species of plants, animals, and microorganisms that live on Earth today are related to each other by descent from common ancestors and that biological classifications are based on how organisms are related.</p> <p>Objective 12.11.30 Understand how to analyze fossil evidence with regard to mass extinction, episodic speciation, and biological diversity.</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do living things change over time?	EMI 401 Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a	Natural selection is the mechanism that causes evolution. Natural selection is the fact that only some organisms

Evolution
Type: Unit Plan

	<p>model</p>	<p>Natural selection is the fact that only some organisms survive long enough to reproduce because of predation, disease, and pre-mature death.</p> <p>Organisms with advantageous traits have better fitness, which means that they are more likely to survive long enough to reproduce.</p> <p>Over a long long long time of natural selection, the species tend to evolve. This process is called speciation.</p> <p>Species may share common traits, but two species are unable to reproduce with each other.</p> <p>SWBAT define evolution and differentiate between convergent and divergent evolution with 80% mastery.</p> <p>SWBAT describe how the fossil record supports evolution with 80% mastery.</p> <p>SWBAT describe how anatomical similarities support evolution with 80% mastery.</p> <p>SWBAT explain how developmental similarities support evolution with 80% mastery.</p> <p>SWBAT explain how biochemical similarities support evolution with 80% mastery.</p>
<p>ILS See Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>How do organisms (populations) adapt to their environments?</p>	<p>Prepare 1. Summarize a set of written procedures in their own words (orally or in writing)</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p>

Evolution
Type: Unit Plan

<p>If my parents don't have sickle cell anemia, but my grandparents do, could I get this disease?</p> <p>How is natural selection related to evolution?</p> <p>How does evidence support the theory of evolution?</p>	<p>Conduct 2. Use a newly introduced piece of equipment (like a pH probe, hot plate, scalpel, spring scale or anything else that is used only occasionally) correctly after watching the teacher model its use.</p> <p>Biology 4. Use scissors or a scalpel to create an incision in a specimen</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Project<input checked="" type="checkbox"/> Reflective Essay<input checked="" type="checkbox"/> Short Answer<input type="checkbox"/> Constructed Response<input type="checkbox"/> Creative Performance or Exhibition<input type="checkbox"/> Essay<input checked="" type="checkbox"/> Fill in the Blank<input checked="" type="checkbox"/> Graphic Organizer<input checked="" type="checkbox"/> Journal and Learning Logs<input checked="" type="checkbox"/> Learning Contract<input type="checkbox"/> Matching<input type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Observation Checklist<input checked="" type="checkbox"/> Performance Assessment<input checked="" type="checkbox"/> Performance Task<input type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Quiz<input checked="" type="checkbox"/> Rubric<input checked="" type="checkbox"/> Self Evaluation<input type="checkbox"/> Structured Interview<input checked="" type="checkbox"/> Textbook/Workbook Problems<input checked="" type="checkbox"/> True/False
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Evolution
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p>	<p>Natural Selection</p> <p>Evolution</p> <p>Gene Frequency</p> <p>Gene Pool</p> <p>Speciation</p> <p>Extinction</p>

Anatomy and Physiology

Unit Dates: 5-9 to 6-3	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
There is a relationship between the organization of cells into tissues and the organization of tissues into organs. The structures and functions of organs determine their relationships within body systems of an organism. This over-arching theme is the backbone this unit. Through the process of dissection students will learn both the anatomy and physiology of major organ systems.	Biology	19 days

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How are organ systems related across the animal kingdom?	Determined by Tracker to ensure mastery of previously taught CRS skills.	
ILS National Science Standards: 4.1 Explain generally how the digestive system (mouth, pharynx, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth. 4.2 Explain how the circulatory system (heart, arteries, veins, capillaries, red blood cells) transports nutrients and oxygen to cells and removes cell wastes. Describe how		

<p>oxygen to cells and removes cell wastes. Describe how the kidneys and the liver are closely associated with the circulatory system as they perform the excretory function of removing waste from the blood. Recognize that kidneys remove nitrogenous wastes, and the liver removes many toxic compounds from blood.</p> <p>4.3 Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, alveoli) provides exchange of oxygen and carbon dioxide.</p> <p>4.4 Explain how the nervous system (brain, spinal cord, sensory neurons, motor neurons) mediates communication among different parts of the body and mediates the body's interactions with the environment. Identify the basic unit of the nervous system, the neuron, and explain generally how it works.</p> <p>4.5 Explain how the muscular/skeletal system (skeletal, smooth and cardiac muscles, bones, cartilage, ligaments, tendons) works with other systems to support the body and allow for movement. Recognize that bones produce blood cells.</p> <p>4.6 Recognize that the sexual reproductive system allows organisms to produce offspring that receive half of their genetic information from their mother and half from their father, and that sexually produced offspring resemble, but are not identical to, either of their parents.</p>		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What structures of the digestive system allow the breakdown and absorption of nutrients?</p> <p>How does the heart function to pump blood throughout the body?</p> <p>What does it mean to be immune and how might one get immunity?</p> <p>What are the structures and functions of the human</p>	<p>Biology 6. Handle a living or once-living specimen with care and respect</p> <p>Biology 5. Use a probe to point to a specific organ of a specimen without damaging that organ</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p>

<p>What are the structures and functions of the human respiratory tract?</p> <p>How do the nervous systems and endocrine systems work together to maintain homeostasis?</p>		<input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" 	<p>Materials</p> <p>Projector</p>	<p>Critical Vocabulary</p>

Anatomy and Physiology

Type: Unit Plan

<p>Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out</p>	<p>Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier</p>	
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Chemistry

August

What is Matter? An Intro to Chemistry.

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Performance Task</u></p> <ul style="list-style-type: none"> Lab: developing a phase diagram from student's temperature recordings <p><u>Performance Assessment</u></p> <ul style="list-style-type: none"> Project: Tanker truck spill (Students will need to separate a mixture and describe what parts are heterogenous and homogenous) <p>CheMaster Quizzes</p> <ul style="list-style-type: none"> Class Procedures/Rules Quiz States of matter + CRS <p><u>Illinois State Learning Standards</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-</p>	<p><u>Engagement</u></p> <ul style="list-style-type: none"> Syllabus scavenger hunt Cow eyes in acid...WEAR YOUR GOGGLES Pie in the face demo: doggy challenge Mehane mamba burning \$20 edible candle Coke vs. Diet Coke <p><u>Investment</u></p> <ul style="list-style-type: none"> Student (by class) lab journal tracker Student (by class) objective color coded tracker Attendance by class percentages Mastery by class percentages graphed Pt, Au, and Ag level CheMasters names posted 	<p><u>Procedural</u></p> <ul style="list-style-type: none"> Entering the classroom properly (getting binder and catalyst sheet and immediately starting bell-ringer) Working silently during independent work time and during exit slips Raising hand for a question <p><u>Prioritized Lab Skills</u></p> <ul style="list-style-type: none"> Prepare 1. Summarize a set of written procedures in their own words (orally or in writing) Prepare 3. Formulate a testable scientific question (conservation of matter lab) Conduct 2. Use a newly introduced piece of equipment (like a pH probe, hot plate, scalpel, spring scale or 	<p><u>What is chemistry?</u></p> <ul style="list-style-type: none"> How does the chemistry classroom run? What are the big goals and procedures? How do we decide what is scientific evidence? How does science and chemistry relate to my life? What is matter? What are the different forms? How do changes in matter occur? What happens when matter changes? 	<p><u>Key Concepts</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></u></p> <p>12.11.47 Understand the different states of matter: solid, liquid, gas, plasma. Define freezing, melting, boiling, condensing, and sublimation.</p> <p>12.11.42b Know the distinction between a compound and a</p>		<p>anything else that is used only occasionally) correctly after watching the teacher model its use. Ex: thermometer and hot plate</p> <ul style="list-style-type: none"> • Prepare 1. Summarize a set of written procedures in their own words (orally or in writing) <p>Content-Based Skills</p> <ul style="list-style-type: none"> • Distinguishing between physical and chemical properties • Differentiating among the physical states of matter • Determine changes in matter by knowing various common physical changes • Applying the law of conservation of mass 		<p>margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1897471426; mso-list-type:hybrid; mso-list-template-ids:-2106176982 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <ul style="list-style-type: none"> • Chemistry is the study of matter and the changes that matter undergoes. It is central to all sciences. • The common steps of the scientific method are a key pillar of scientific thought. • Importance of chemistry/science • Proper lab conduct/safety • Basic lab techniques and concepts such as measurement, variables, controls, and constants. <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>mixture</u></p> <p><u>CRS Standards</u></p> <ul style="list-style-type: none"> • IOD 201 Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) (→ IOD 304) • IOD 202 Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) (→ IOD 304) <p>Ultimate target standard:</p> <ul style="list-style-type: none"> • IOD 304 • Determine how the value of one 				<p>1:2 11 6 4 2 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1897471426; mso-list-type:hybrid; mso-list-template-ids:-2106176982 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>variable changes as the value of another variable changes in a simple data presentation</p>				<p>10:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <ul style="list-style-type: none"> • The various states in which matter can exist. • The properties, observables, and interactions of the various states of matter. • The difference and importance of substances / compounds / mixtures / etc <p><u>Key Terms</u></p> <ul style="list-style-type: none"> • Chemistry • Conclusion* • Inference* • Observation* • Experiment* • Hypothesis* • Independent • variable* • Dependent • variable* • Graph* • Qualitative Data*

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
				<ul style="list-style-type: none"> • Quantitative • Data* • Density* • Conversion factor* • Kilogram • Liter • Meter • Second • Chemical change • chemical property • compound • element • gas • liquid • solid • mixture • physical changes • physical properties • states of matter <p>* remedial terms on scientific method</p>

September

Unit 2: The Atom

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Performance Task</p> <ul style="list-style-type: none"> • Completing a graphic organizer where students will ID the element and isotope of various atomic 	<ul style="list-style-type: none"> • Rutherford Day! (students will recreate Rutherford's famed gold foil experiment with marbles, cardboard box, and a mound of 	<ul style="list-style-type: none"> • SWBAT interpret models of the atom • SWBAT describe the historical progression of scientific discovery • SWBAT analyze the 	<p><u>What is matter made of?</u></p> <ul style="list-style-type: none"> • How can something that feels so solid be 	<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>models based on number of neutrons, protons, and electrons</p> <p>Weekly CheMaster Quizzes</p> <ul style="list-style-type: none"> Multiple choice and short answer <p>Unit Test</p> <ul style="list-style-type: none"> Multiple choice and short answer <p><u>Illinois State Learning Standards</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p>	<p>clay...celebration ensues)</p> <ul style="list-style-type: none"> Basketball demo of the distance between subatomic particles in the atom Conservation of mass demos 	<p>stages of the development of atomic theory</p> <ul style="list-style-type: none"> SWBAT calculate number of electrons, protons, and neutrons in an atom based on isotope notation SWBAT create their own atomic theory 	<p>made up of empty space?</p> <ul style="list-style-type: none"> How do scientists describe something so small that we can't even see it with the typical microscope? Who was involved in discovering the atom? What did these people do? Why should I care about an atom? What does it have to do with me? What makes an atom be one type of element? What does it mean for subatomic particles to have a charge? 	<p>signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <ul style="list-style-type: none"> Subatomic particles Atomic size Ions Isotopes

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.38a Know that atoms are made of sub-atomic particles (protons, neutrons, electrons) which have positive, neutral, or negative charges</p> <p>12.11.42b Know the distinction between a compound and a mixture</p> <p>12.11.45a Understand that the nucleus of the atom is much smaller than the whole atom yet contains most of its mass</p>				<ul style="list-style-type: none"> • Conservation of mass laws • Auf Bau and electron energy levels

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>12.11.45b Understand isotopes.</p> <p>12.11.66 Understand that an electrically neutral object has particles within it that are charged, but their charges balance each other out</p> <p><u>Prioritized CRS</u></p> <pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-</pre>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>IOD.20-23.2 Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>IOD.20-23.3 Translate information into a table, graph, or diagram</p>				

October

Unit 3: The Periodic Table

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Performance Task</p> <ul style="list-style-type: none"> Classifying materials as metals/nonmetals based on physical and chemical properties <p>Performance Assessment</p>	<ul style="list-style-type: none"> Flame test activity Element birth certificate (or facebook page?) Demos with Alkali metals and explosive reactions with water Element/family matching Jenga review games 	<p>Lab</p> <ul style="list-style-type: none"> SWBAT classify materials based on observations (flame test and metals/nonmetals classification) SWBAT follow 	<p><u>What is the periodic table and how do we use it?</u></p> <ul style="list-style-type: none"> What factors determined the organization of the modern periodic 	<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4;</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>• Drawing from their knowledge on periodic trends, students will create a "new element" and describe it's properties in accordance with the family that the group is assigned</p> <p>Weekly CheMastery Quizzes</p> <p>• Multiple choice</p> <p>Unit Test</p> <p>• Multiple choice and free response</p> <p><u>Illinois State Learning Standards</u> <!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-</p>		<p>instructions for a basic laboratory procedure</p> <p>Literacy</p> <ul style="list-style-type: none"> • SWBAT describe how science plays a role in the "career of the week" • SWBAT participate in extra credit by seeking science news from a variety of print and digital medial resources • SWBAT find information in a textbook and create a facebook page or birth certificate for their chosen element <p>Presentation/Communication</p> <ul style="list-style-type: none"> • Students in groups will present their new element OR will produce a video/multimedia presentation on their new element 	<p>table?</p> <ul style="list-style-type: none"> • Where are elements that I commonly interact with located on the table? Why are they where they are? • Why are some elements radioactive? • What are some properties of common elements? • Why would LiCl make a a good poison? 	<p>mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <ul style="list-style-type: none"> • Element names • Symbols • Periodicity • Families & periods

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.37 Identify the most familiar elements by name and some of their most familiar properties. Identify the chemical symbols for familiar elements</p>				<ul style="list-style-type: none"> • Electron configuration • Elemental trends

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>12.11.38b Understand that the periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure</p> <p>12.11.39 Understand how to relate the position of an element in the periodic table to its chemical properties</p> <p>12.11.43 Understand how to use the periodic table to identify the trends in relative sizes of ions and atoms</p> <p><u>Prioritized CRS</u></p> <pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 1 0;} @font-</pre>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>SI.20-23.1 Understand the methods and tools used in a moderately complex experiment</p> <p>SI.20-23.2 Understand a simple experimental design</p>				

Chemistry

November

Unit 4: Bonding

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Performance Task</p> <ul style="list-style-type: none"> Mini-lab: using our criteria for an ionic vs. covalent compounds, students will test solubility, melting points, and electrical conductivity 	<ul style="list-style-type: none"> Precipitates lab Demos of ionic vs. covalently bonded compounds atomic modeling kits to demonstrate geometry of bonds as well as the varying strength of single, double, and triple bonds 	<p>Content-Based</p> <ul style="list-style-type: none"> SWBAT draw appropriate Lewis dot structures for neutral and ionic compounds SWBAT name compounds when given the chemical formula SWBAT write the chemical formula when given the compound name 	<p>How do atoms stick together to make up our universe?</p> <pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-</pre>	<pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-</pre>
<p>Performance Task</p> <ul style="list-style-type: none"> Students will create an Austin community center and will draw up plans for the building materials based on their knowledge of the strength and solubility covalent vs. ionic compounds 	<pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times</pre>	<p>Lab</p> <ul style="list-style-type: none"> Follow a laboratory procedure ID a precipitate and qualitatively describe reaction products 		
<p>Weekly CheMaster Quizzes</p> <ul style="list-style-type: none"> Multiple choice and free response 		<p>Literacy</p> <ul style="list-style-type: none"> Describe role of science in the "career" of the week Utilize a variety of print and digital news sources for "science in the news" 		
<p>Unit Tests</p> <ul style="list-style-type: none"> Multiple choice and 				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>free response</p> <p>Illinois State Learning Standards</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso- fareast-font-family:Calibri; mso-fareast-theme-font:minor- latin; mso-hansi-font- family:Calibri; mso-hansi- theme-font:minor-latin; mso- bidi-font-family:"Times New Roman"; mso-bidi-theme-</p>	<p>New Roman"; mso-fareast-font- family:"Times New Roman"; mso- bidi-font-family:"Times New Roman"; } @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header- margin:.5in; mso-footer- margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso- list-id:108353064; mso-list- type:hybrid; mso-list-template- ids:-143346632 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l1 {mso-list-id:293339419; mso- list-type:hybrid; mso-list-template- ids:1213244130 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l2 {mso-list-id:796146498; mso- list-type:hybrid; mso-list-template- ids:822932502 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l2:level1 {mso-level-number- format:bullet; mso-level-text:□;</p>	<ul style="list-style-type: none"> Produce a lab report 	<p>source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list- id:1495073016; mso-list- type:hybrid; mso-list-template- ids:-1582277750 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso- level-number-position:left; text- indent:-.25in; font- family:Symbol;} ol {margin- bottom:0in;} ul {margin- bottom:0in;} --></p> <ul style="list-style-type: none"> How and why do atoms interact? How do ionic bonds form? What are their characteristics? How do covalent bonds form? What are their characteristics? How does one express/visualize bonding? 	<p>margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso- footer-margin:.5in; mso-paper- source:0;} div.Section1 {page:Section1;} --></p> <ul style="list-style-type: none"> Ionic bonds Covalent bonds Lewis dot structures Ions Compound naming

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.42a Know that there are two major different kinds of bonds (ionic and covalent)</p> <p>12.11.44 Understand how to use the periodic table to determine the number of electrons available for bonding</p> <p>12.11.53 Understand that in chemical reactions, atoms combine into molecules by means of bonds (e.g., by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds)</p> <p>Prioritized CRS <!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Times; panose-1:2 0 5 0 0 0 0 0 0; mso-font-charset:0; mso-generic-font-family:auto; mso-</p>	<p>mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l3 {mso-list-id:1351957016; mso-list-type:hybrid; mso-list-template-ids:-1184959496 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l3:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l4 {mso-list-id:1404329100; mso-list-type:hybrid; mso-list-template-ids:1061991302 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l4:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l5 {mso-list-id:1463183689; mso-list-type:hybrid; mso-list-template-ids:-770147482 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l5:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l6 {mso-list-id:2098402004; mso-list-type:hybrid; mso-list-template-ids:-157526186 67698689 67698691 67698693 67698689</p>			


Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>SI.20-23.3Identify a control in</p>	<p>67698691 67698693 67698689 67698691 67698693;} @list l6:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <p>Mini Demo: Zinc plated pennies & alloys (229)</p> <ul style="list-style-type: none"> • 5.0g NaOH • 25mL H₂O • 2.0g Zn • Hot plate • Forceps • Evaporating dish <p>Minilab: heat treatment of steel</p> <ul style="list-style-type: none"> • Flame • 2 forceps • 3 hairpins • 250mL beaker • Water <p>Lab: Making Ionic Compounds</p> <ul style="list-style-type: none"> • Mg ribbon • Crucible • Ring stand • Ring stand ring • Clay triangle • Crucible tongs • Balance • 100mL beaker 			

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>an experiment</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Times; panose-1:2 0 5 0 0 0 0 0 0; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso- fareast-font-family:Calibri; mso-fareast-theme-font:minor-</p>	<ul style="list-style-type: none"> • Distilled water • Conductivity tester • Laboratory burner • Stirring rod <p>Minilab: Oil and Vinegar Dressing</p> <ul style="list-style-type: none"> • Beral-type pipette • Vinegar • Cooking oil <p>Demo: Forming Ionic vs Covalent Bonds</p> <ul style="list-style-type: none"> • 5cm magnesium ribbon • 2g roll sulfur • Tongs • Large metal can • Deflagrating spoon • Burner <p>Mini Demo: Charged Water</p> <ul style="list-style-type: none"> • Water • Paint thinner • Buret • Fur or silk • Rubber rod <p>Lab: Chromatography</p> <ul style="list-style-type: none"> • 3 pieces chromatography paper • 2L plastic soft-drink bottle • 2 pencils 			

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>latin; mso-hansi-font-family: Cambria; mso-hansi-theme-font: minor-latin; mso-bidi-font-family: "Times New Roman"; mso-bidi-theme-font: minor-bidi; } @page Section1 { size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in 1.25in; mso-header-margin: .5in; mso-footer-margin: .5in; mso-paper-source: 0; } div.Section1 { page: Section1; } --></p> 	<ul style="list-style-type: none"> • Ruler • Tape • Scissors • Aluminum foil • Acetone • Fresh leaf samples from 3 different species of deciduous trees/plants 			

January
Chemical Reactions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>ISBE</p> <p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } @font-face {font-family: Calibri; panose-1: 2 15 5 2 2 2 4 3 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-</p>	<p>Student Self Assessment:</p> <p>(reflections, rubrics)</p> <p>Student-led tracking</p> <p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-</p>	<p><!-- /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent: ""; margin: 0in; margin-bottom: .0001pt; mso-pagination: widow-orphan; font-size: 12.0pt; font-family: "Times New Roman"; mso-fareast-font-family: "Times New Roman"; mso-bidi-font-family: "Times New Roman"; } @page Section1 { size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in</p>	<p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } @font-face {font-family: "Courier New"; panose-1: 2 7 3 9 2 2 5 2 4 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } @font-face {font-family: Wingdings;</p>	<p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent: ""; margin: 0in; margin-bottom: .0001pt; mso-pagination: widow-orphan; font-size: 12.0pt; font-family: "Times New Roman"; mso-fareast-font-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:Cambria; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --> <!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-</p>	<p>pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p>	<p>1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>S1: balance an equation</p> <p>S2: write word equations</p> <p>S3: translate between word and chemical equations</p> <p>S4: classify chemical equations</p> <p>S5: predict the products of a chemical equation</p> <p>S6: calculate theoretical masses of reactants and products</p> <p>S7: count the number of atoms of an element in a substance</p> <p>S8: write chemical equations using proper notation</p>	<p>panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1495073016; mso-list-type:hybrid; mso-list-template-ids:-1582277750 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --> Big</p>	<p>family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>ns and apply them in a laboratory setting. Students will become adept at assessing a chemical reaction, writing and balancing a chemical equation, and reporting out in a scientific manner (10).</p> <p>Students will become familiar with one of chemistry's most important units: the mole. They will understand the utility and significance of moles and be able to apply this knowledge in the laboratory setting. Building on this ability, students will be able to determine molecular and empirical formulas in the laboratory setting (11).</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:Cambria; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.56 Understand that the conservation of atoms in a chemical reaction, as summarized in a balanced chemical equation, leads to the ability to calculate theoretical masses of reactants and</p>	<p>1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:97484107; mso-list-type:hybrid; mso-list-template-ids:-393717654 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l1 {mso-list-id:340206579; mso-list-type:hybrid; mso-list-template-ids:-930861884 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-</p>		<p>Ideas <!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List</p>	<p>pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1430617083; mso-list-type:hybrid; mso-list-template-ids:2408790 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in;</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>products</p> <p>12.11.57 Understand how to read, interpret, and balance chemical equations</p> <p>CRS</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic- font-family:auto; mso-font- pitch:variable; mso-font- signature:3 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic- font-family:auto; mso-font- pitch:variable; mso-font- signature:3 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic- font-family:auto; mso-font- pitch:variable; mso-font- signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:Cambria; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor- latin; mso-fareast-font- family:Cambria; mso-fareast- theme-font:minor-latin; mso-</p>	<p>number-position:left; text- indent:-.25in; font- family:Symbol;} @list l2 {mso-list-id:373308582; mso-list-type:hybrid; mso- list-template-ids:- 1096776214 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l2:level1 {mso-level- number-format:bullet; mso- level-text:□; mso-level-tab- stop:.5in; mso-level- number-position:left; text- indent:-.25in; font- family:Symbol;} @list l3 {mso-list-id:659424339; mso-list-type:hybrid; mso- list-template- ids:1104855292 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l3:level1 {mso-level- number-format:bullet; mso- level-text:□; mso-level-tab- stop:.5in; mso-level- number-position:left; text- indent:-.25in; font- family:Symbol;} @list l4</p>		<p>Definitions */ @list l0 {mso- list-id:920262368; mso-list- type:hybrid; mso-list-template- ids:-1479902070 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number- format:bullet; mso-level- text:□; mso-level-tab-stop:.5in; mso-level-number- position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <ul style="list-style-type: none"> • Energy transfer and energy use cause molecules to behave in a consistent manner. • Scientific discoveries and talents are vital and widely applicable to the enhancement of society. <p>Essential Q's</p> <ul style="list-style-type: none"> • What is the evidence that a chemical reaction has occurred? • How does one express a chemical reaction? 	<p>font-family:Symbol;} @list l1 {mso-list-id:2045860737; mso-list- type:hybrid; mso-list-template- ids:1346284178 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin- bottom:0in;} --></p> <p>K1: reactants are the starting materials of chemical reactions</p> <p>K2: products are the ending materials of chemical reactions</p> <p>K3: a reaction is a process by which the atoms of one or more substances are rearranged to form different substances.</p> <p>K4: mass is conserved universally (except when the sun produces helium in amie's world)</p> <p>K5: in a synthesis reaction, two substances come together to form one substance</p> <p>K6: in a decomposition reaction, one substance breaks apart to form two or more substances</p> <p>K7: in a single replacement</p>

Chemistry

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<p>hansi-font-family: Cambria; mso-hansi-theme-font: minor-latin; mso-bidi-font-family: "Times New Roman"; mso-bidi-theme-font: minor-bidi;} @page Section1 {size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in 1.25in; mso-header-margin: .5in; mso-footer-margin: .5in; mso-paper-source: 0;} div.Section1 {page: Section1;} --></p> <p>SI.20-23.4 Identify similarities and differences between experiments</p> <p>EMI.20-23.1 Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>EMI.20-23.2 Identify key issues or assumptions in a model</p> <p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0;} @font-face {font-family: "Courier New"; panose-1: 2 7 3 9 2 2 5 2 4 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0;} @font-face {font-family: Wingdings; panose-1: 5 2 1 2 1 8 4 8 7 8;</p>	<p>{mso-list-id: 1070735399; mso-list-type: hybrid; mso-list-template-ids: 1226348850 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l4: level1 {mso-level-number-format: bullet; mso-level-text: □; mso-level-tab-stop: .5in; mso-level-number-position: left; text-indent: -.25in; font-family: Symbol;} @list l5 {mso-list-id: 1410541945; mso-list-type: hybrid; mso-list-template-ids: 2070156588 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l5: level1 {mso-level-number-format: bullet; mso-level-text: □; mso-level-tab-stop: .5in; mso-level-number-position: left; text-indent: -.25in; font-family: Symbol;} @list l6 {mso-list-id: 1446580163; mso-list-type: hybrid; mso-list-template-ids: -</p>		<ul style="list-style-type: none"> How does one predict the products of different chemical reactions? Why is it important that mass is conserved universally? <p>What are the properties of the important energy-producing hydrocarbons? In what way do hydrocarbons demonstrate each theme of chemical reactions?</p>	<p>reaction, one element is substituted for another in a compound</p> <p>K8: in a double replacement reaction, two compounds exchange their positive ions</p> <p>K9: double replacement reactions produce a precipitate, a gas, or water</p> <p>K10: a precipitate is a solid produced during a chemical reaction in a solution</p> <p>K11: combustion is a chemical reaction that occurs when a (organic) substance reacts with oxygen releasing energy, CO₂, and H₂O</p> <p>K12: conservation of mass means that you have to have the same number of atoms of each element on each sides of the equation</p> <p>K13: when writing a chemical reaction, the reactants go on the left, products on the right, and an arrow serves as the yield sign</p> <p>K14: stoichiometry is a system that allows us to calculate theoretical masses of products and reactants</p> <p>K15: coefficients are the big numbers in front of elements/compounds in a chemical</p>

Chemistry

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<p>mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:506941694; mso-list-type:hybrid; mso-list-template-ids:-1046426190 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l10:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <p>Authentic Performance Tasks:</p>	<p>609431424 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l6:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l7 {mso-list-id:1693412657; mso-list-type:hybrid; mso-list-template-ids:1878285160 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l7:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l8 {mso-list-id:1904750754; mso-list-type:hybrid; mso-list-template-ids:-941583734 67698689 67698691 67698693 67698689 67698691</p>			<p>equation</p> <p>K16: subscripts are the little numbers within an element or compound</p> <p>K17: macroscopic refers to things we can see</p> <p>K18: microscopic refer to things we can't see</p> <p>Key Words/Vocabulary:</p> <p><i>Chapter 10</i></p> <ul style="list-style-type: none"> • Chemical equation • Chemical reaction • Combustion reaction • Decomposition reaction • Double-replacement reaction • Precipitate • Product • Reactant • Single-replacement reaction • Solute • Solvent • Synthesis reaction <p><i>Chapter 11</i></p> <ul style="list-style-type: none"> • Avogadro's number • Molar mass

Chemistry

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<p>(attach rubrics, Collins cover sheets, etc.)</p> <ul style="list-style-type: none"> Precipitate minilab Minilabs (6) RAFT on chemical reactions Authentic hydrocarbon lab <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-</p>	<p>67698693 67698689 67698691 67698693;} @list l8:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l9 {mso-list-id:2134668891; mso-list-type:hybrid; mso-list-template-ids:608483540 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l9:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <p>Materials:</p> <p>Minilab: Observing change</p> <ul style="list-style-type: none"> 25mL graduated cylinder 			<ul style="list-style-type: none"> Mole <p>Chapter 12</p> <ul style="list-style-type: none"> Percent yield (honors only) Stoichiometry <p>Theoretical yield</p>

Chemistry

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<p>family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:506941694; mso-list-type:hybrid; mso-list-template-ids:-1046426190 67698689 67698691 67698693 67698689 67698691 67698689 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l1 {mso-list-id:1635796424; mso-list-type:hybrid; mso-list-template-ids:-1498398628 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul</p>	<ul style="list-style-type: none"> • 100mL beaker • 2 pipettes • Stirring rod • Thermometer • Effervescent antacid tablet • 0.1M ammonia solution • Universal indicator • Distilled water <p>Minidemo: Conservation of Mass with silver nitrate</p> <ul style="list-style-type: none"> • 5mL 0.1M silver nitrate solution • Small test tube • 5mL 0.1M potassium iodide • Flask • Stopper • Balance <p>Minidemo: galvanized iron</p> <ul style="list-style-type: none"> • Galvanized iron • 100mL beaker • 80mL dilute HCl <p>Minidemo: calcium carbonate precipitate</p>			

Chemistry

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<p>{margin-bottom:0in;} --></p> <p>Other Evidence:</p> <p>Prompted:</p> <p>(tests, products, other work samples)</p> <ul style="list-style-type: none"> • Reaction blitz • End of unit test • RAFT on chemical reactions • Gist literacy activity • Science article with reflection • “Do This Quickly” assessments • Exit slips assessments <p>Unprompted:</p> <p>(discussions, observations)</p> <ul style="list-style-type: none"> • Laboratory conduct • Student participation in laboratory and class discussions 	<ul style="list-style-type: none"> • 0.27g sodium carbonate • 10mL water • 2 test tubes • 2 stoppers • 0.41g calcium nitrate <p>Minilab: Observing a precipitate</p> <ul style="list-style-type: none"> • 2 150mL beakers • 100mL graduated cylinder • 2 stirring rods • 2 spatulas • 2 weighing papers • NaOH • Epsom salts • Distilled water • Balance <p>Lab: Activities of Metals</p> <ul style="list-style-type: none"> • 1.0M zinc nitrate • 1.0M aluminum nitrate • 1.0M copper(II) nitrate • 1.0M magnesium nitrate • 4 pipettes • Wire cutters copper 			

Chemistry

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	<p>wire</p> <ul style="list-style-type: none"> • Aluminum wire • Magnesium ribbon • 4 zinc strips • Fine sandpaper • 24-well microscale reaction plate <p>Minilab: How much is a mole?</p> <ul style="list-style-type: none"> • Centimeter ruler • Paper clip <p>Minilab: One mole is ...?</p> <ul style="list-style-type: none"> • One mole Al • One mole Cu • One mole NaCl • One mole sucrose • One mole H₂O • One mole Zn • One mole charcoal <p>Minilab: How many moles in iron?</p> <ul style="list-style-type: none"> • 2 sets of iron nails, one with 6 and one with 9 • 1 mole iron filings 			

Chemistry

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	<ul style="list-style-type: none"> • 4 bags <p>Minilab: determining molar masses</p> <ul style="list-style-type: none"> • Calcium carbonate containing antacid tablets • Common substances labeled with chemical formulas <p>Minilab: percent composition of gum/popcorn</p> <ul style="list-style-type: none"> • Balance • Weighing paper • 2 250mL beakers • 2 pieces of chewing gum • Stirring rod • Paper towels • Window screen (10cm x 10cm) • Scissors • Timer • Popcorn 			

Chemistry

February
Stoichiometry

Month	Essential Questions	Assessment	Content & Resources	Skills

March
UNIT 6: Solutions, Acids/Bases

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<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso-</p>	<ul style="list-style-type: none"> Disappearing rainbow Lemonade chemistry 5E lesson plans based on qualitative observations of acids and bases (Student-developed definitions of acids/bases) Careers in science that utilize acid/base chemistry Physiological importance of neutrality/buffers 	<ul style="list-style-type: none"> SWBAT apply scientific method in order to determine acids/bases SWBAT determine a pH based on color changes of indicators SWBAT measure liquids using metric units SWBAT determine a pH based on color changes of indicators SWBAT calculate pH according molarity SWBAT describe how pH utilizes the logarithmic scale 	<p><u>Acids burn right? Are they all bad? And what the heck's a base?</u></p> <ul style="list-style-type: none"> What is an acid or base? How can we use molarity when a chemical is dissolved in water or another solvent? How does acid/base chemistry relate to the chemistry of life and the human body? Wait...I put salicycal ACID on my FACE? How are acids and bases used in industry or other areas of my life? 	<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>Project</p> <p>- Acid/Base spill clean-up</p> <p>Performance Task</p> <p>-identifying unknowns as acids/bases</p> <p>Authentic Assessment</p> <p>-Differentiating between different indicators based on reactions with acids and bases of known pH</p> <p>Weekly CheMastery Quiz</p> <p>Unit Exam - Multiple choice and free response</p> <p>ISBE Standards</p>				<p>fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <ul style="list-style-type: none"> ● -Acids; bases; ● -Neutralization; ● -pH ● -Equilibrium </div>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>12.11.63c Understand the concentration of a solute in terms of molarity</p> <p>12.11.63c Understand the concentration of a solute in terms of molarity</p> <p>12.11.60b Understand the observable properties of acids and bases</p> <p>12.11.61 Understand that among other definitions of acids and bases, acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.</p> <p>12.11.62 Use the pH scale to characterize acidic and basic solutions.</p> <p><u>Prioritized CRS</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-</p>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --> SI.24-27.4 Determine the experimental conditions that would produce specific results</p>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills

April
Thermochemistry

Month	Essential Questions	Assessment	Content & Resources	Skills

Bonding
Type: Unit Plan

Bonding

Unit Dates: 1-12 to 3-4	Class: Chemistry	Sections: 1st Period Chem, 5th Period Chem, 8th Period Chem
Teachers:		

Unit Description	Course	Length of Unit
<p>@font-face { font-family: "Arial"; }p.MsoNormal, li.MsoNormal, div.MsoNormal { margin: 0in 0in 0.0001pt; font-size: 12pt; font-family: "Times New Roman"; }div.Section1 { page: Section1; } After becoming familiar with stand-alone atoms and elements, students will now investigate the who, what, where, when, why, and how of joining atoms together in various bonding scenarios. They will accomplish this through hands-on discovery and guided lecture. Students should come away ready to tackle the entirety of chemical reactions and what awaits them in Unit 5.</p> <p>The Bonding Unit will require students to analyze how different types of bonds are responsible for the most basic scientific observations, like why one substance is hard while the other is soft and why some compounds exist as liquids at room temperature while others are solid.</p> <p>Students will explore ion, metallic, and covalent bonds, will draw dot structures, relate ion formation to valence and resonance structures, and name compounds.</p>	11th Grade Chemistry -- Bonding Unit	3.5 Weeks

Standards

<p>IL_Learning_Standards - Science (1997) - Late High School</p> <p>State Goal 11 Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p>
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Learning Standard 12.C Know and apply concepts that describe properties of matter and energy and the interactions between them.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>OVERARCHING</p> <ul style="list-style-type: none"> •How do we <i>answer a question and solve a problem</i> in science? •How do we decide what is <i>reliable scientific evidence</i>? •What <i>rules govern matter</i> and its processes? •How does <i>energy and energy transfer</i> affect molecules? •Why is science an important <i>part of our future</i>? <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •...How and why do <i>atoms interact</i>? •...How do <i>ionic bonds</i> form? What are their characteristics? •...How do <i>covalent bonds</i> form? What are their characteristics? ...How does one <i>express/visualize bonding</i>? 	<p>20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>20-23.IOD.LIT.1: Find basic information in a complex body of text</p> <p>24-27.IOD.MAN.1: Interpolate between data points in a table or graph</p> <p>24-27.IOD.MAN.2: Identify and/or use a simple mathematical relationship between data</p> <p>20-23.EMIR.INF.1: Identify key issues or assumptions in a model</p> <p>20-23.EMIR.MOD.1: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>24-27.EMIR.RES.1: Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p>	<p>OVERARCHING</p> <ul style="list-style-type: none"> •Science always follows an ordered, objectively-driven process to <i>assess the validity of a claim</i>. •Experimental investigations are purposefully designed, analyzed, interpreted, and applied through the <i>laboratory process</i>. •Matter and its processes are ultimately governed by <i>atomic interactions</i>, which follow predictable, clearly defined rules. •<i>Energy transfer and energy use</i> cause molecules to behave in a consistent manner. •Scientific discoveries and talents are vital and widely applicable to the <i>enhancement of society</i>. <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •...<i>chemical bonds</i> form by the attraction between a positive nucleus and negative electrons •...<i>ionic bonds</i> form as a result of a transfer of electrons and are held together by electrostatic force. •...<i>covalent bonds</i> form as a result of a sharing of electrons •... covalent bonds result in independent <i>molecules</i>, while ionic bonds result in repeating 3 dimensional <i>crystals</i>. ...<i>alternatives to hydrocarbons</i> as Earth's primary source of energy are available and viable
<p>ILS</p> <p>12.11.42 - Know that there are two major different kinds of bonds (ionic and covalent)...</p> <p>12.11.44 - Understand how to use the periodic table to determine the number of electrons available for bonding.</p> <p>12.11.53 - Understand that in chemical reactions, atoms combine into molecules by means of bonds (e.g., by sharing electrons to form covalent or metallic bonds or by</p>		

Bonding
Type: Unit Plan

<p>exchanging electrons to form ionic bonds).</p> <p>12.11.54 - Know that ions are atoms or groups of atoms that have a positive or negative charge and that polyatomic ions are a group of covalently bonded atoms that act like a single atom when combining with other atoms. Understand that metals tend to form positive ions, and nonmetals tend to form negative ions.</p> <p>12.11.55 - Understand that ionic solids like NaCl (sodium chloride, ordinary table salt) are formed from a three-dimensional repeating pattern of alternating positive and negative ions, held together by electrostatic forces (ionic bonds).</p>		
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Content, Skills, Assessment

Ionic Bonding

Content	Skills	Assessment
<p>A. 5.1 WWBAT explain the changes that occur when ions are formed, particularly for metals and nonmetals</p> <p>5.2 WWBAT explain why protons and electrons are attracted to one another</p> <p>5.3 WWBAT define a compound as 2+ atoms held together by a chemical bond</p> <p>5.4 WWBAT define cation and anion</p> <p>5.5 WWBAT describe what happens when an ionic bond is formed</p> <p>5.6 WWBAT draw the Lewis-dot structure for ionic compounds</p> <p>5.7 WWBAT determine the formula for ionic compounds, including polyatomic ions</p> <p>5.8 WWBAT name ionic compounds</p> <p>5.9 WWBAT find basic information in a complex body of text</p> <p>5.10 WWBAT identify the units & tools of measurement for length, volume, & mass</p> <p>5.11 WWBAT describe the 3D crystal structure of an ionic compound</p> <p>5.12 WWBAT build ionic compounds</p>	<p>A. 5.1 WWBAT explain the changes that occur when ions are formed, particularly for metals and nonmetals</p> <p>5.2 WWBAT explain why protons and electrons are attracted to one another</p> <p>5.3 WWBAT define a compound as 2+ atoms held together by a chemical bond</p> <p>5.4 WWBAT define cation and anion</p> <p>5.5 WWBAT describe what happens when an ionic bond is formed</p> <p>5.6 WWBAT draw the Lewis-dot structure for ionic compounds</p> <p>5.7 WWBAT determine the formula for ionic compounds, including polyatomic ions</p> <p>5.8 WWBAT name ionic compounds</p> <p>5.9 WWBAT find basic information in a complex body of text</p> <p>5.10 WWBAT identify the units & tools of measurement for length, volume, & mass</p> <p>5.11 WWBAT describe the 3D crystal structure of an ionic compound</p> <p>5.12 WWBAT build ionic compounds</p>	<p>Name</p>

Covalent Bonding

Content	Skills	Assessment
<p>A. 5.13 WWBAT describe what happens when a covalent bond is formed</p> <p>5.14 WWBAT draw electron-dot structures for molecules</p> <p>5.15 WWBAT name molecules (honors only)</p> <p>5.16 WWBAT build molecules</p>	<p>A. 5.13 WWBAT describe what happens when a covalent bond is formed</p> <p>5.14 WWBAT draw electron-dot structures for molecules</p> <p>5.15 WWBAT name molecules (honors only)</p> <p>5.16 WWBAT build molecules</p>	<p>Name</p>

Bonding
Type: Unit Plan

Ionic vs Covalent Bonding & ACT

Content	Skills	Assessment
<p>A. 5.17 WWBAT compare and contrast covalent molecules versus ionic compounds 5.18 WWBAT predict the type of bond formed based on whether the components are metals or nonmetals 5.19 WWBAT compare the relative strength of ionic and covalent bonds 5.20 WWBAT extrapolate data in moderately complex graphs and tables 5.21 WWBAT select data from a complex data presentation 5.22 WWBAT eliminate incorrect answers in a multiple choice questions</p>	<p>A. 5.17 WWBAT compare and contrast covalent molecules versus ionic compounds 5.18 WWBAT predict the type of bond formed based on whether the components are metals or nonmetals 5.19 WWBAT compare the relative strength of ionic and covalent bonds 5.20 WWBAT extrapolate data in moderately complex graphs and tables 5.21 WWBAT select data from a complex data presentation 5.22 WWBAT eliminate incorrect answers in a multiple choice questions</p>	<p>Name</p>

Content	Skills and Integrated Skills	Assessment II
<p>K1: An ion is an atom that has gained or lost electrons. (remedial) K2: A positive ion is an atom that has lost electrons. (remedial) K3: A negative ion is an atom that has gained electrons. (remedial) K4: The nucleus of the atom contains protons, which are positively charged. (super remedial) K5: Electrons are located in the electron cloud, which is negatively charged. (super remedial) K6: Protons and electrons are attracted to one another. (super remedial) K7: Metals usually form positive ions. (remedial) K8: Nonmetals usually form negative ions. (remedial) K9: An ionic bond forms when one atom transfers an electron(s) to another atom. K10: An ionic bond is held together by electrostatic forces. K11a: Multiple units of the same ionic compound combine together to form crystal structures. K11b: Multiple units of the same molecule do NOT combine and instead remain as separate entities. K12: A compound is two or more atoms held together by a</p>	<p>S1: Name ionic compounds S2: Determine the formula for ionic compounds S3: Draw the Lewis-dot structure for ionic compounds S4: Build ionic compounds S5: Name molecules (honors only) S6: Draw the Lewis-dot structure for molecules S7: Build molecules 20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) 20-23.IOD.LIT.1: Find basic information in a complex body of text</p>	<p><input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice</p>

Bonding
Type: Unit Plan

<p>chemical bond.</p> <p>K13: There are two types of compounds: ionic compounds and molecules.</p> <p>K14: Molecules are compounds that are held together by covalent bonds.</p> <p>K15: Ionic compounds are compounds that are held together by ionic bonds.</p> <p>K16: Polyatomic ions are a group of covalently bonded atoms that act like a single atom when combining with other atoms.</p> <p>K17: A cation is a positively-charged ion.</p> <p>K18: An anion is a negatively-charged ion.</p> <p>K19: Resonance occurs when multiple Lewis-dot structures for the same molecule can be drawn. (honors only)</p> <p>K20: Metal + nonmetal will form an ionic bond. Nonmetal + nonmetal will form a covalent bond.</p> <p>K21: Ionic bonds are stronger than covalent bonds.</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Prompted: (tests, products, other work samples) <ul style="list-style-type: none"> • Short end of unit test • “Do This Quickly” assessments • Exit slips assessments Unprompted: (discussions, observations) <ul style="list-style-type: none"> • Laboratory conduct • Student participation in laboratory and class discussions Student Self Assessment: (reflections, rubrics) <ul style="list-style-type: none"> • Student-led tracking • Authentic Performance Tasks: (attach rubrics, Collins cover sheets, etc.) <ul style="list-style-type: none"> • Lab: Making Ionic Compounds • Lab: Ionic vs Covalent substances • Science article with reflection • RAFT: Composition of ocean water (225) • Business proposal for bonded substance (final task) 	<p>Materials</p> <p>Materials:</p> <p>Mini Demo: conductivity between dissolved and undissolved NaCl</p> <ul style="list-style-type: none"> • Crystalline NaCl • Conductivity apparatus • Beaker • Distilled water <p>Demo: oxidation states of vanadium</p> <ul style="list-style-type: none"> • Granular zinc-mercury (II) chloride (aq) amalgam • Ammonium metavanadate solution • 250mL graduated cylinder • Powder funnel • 500mL Erlenmeyer flask • Stopper <p>Mini Demo: Zinc plated pennies & alloys (229)</p>	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Electron-dot structure • Anion • Cation • Chemical bond • Ionic bond • Monatomic ion • Oxidation number • Polyatomic ion • Coordinate covalent bond • Covalent bond • Endothermic • Exothermic • Lewis structure

	<ul style="list-style-type: none"> •5.0g NaOH •25mL H₂O •2.0g Zn •Hot plate •Forceps •Evaporating dish <p>Minilab: heat treatment of steel</p> <ul style="list-style-type: none"> •Flame •2 forceps •3 hairpins •250mL beaker •Water <p>Lab: Making Ionic Compounds</p> <ul style="list-style-type: none"> •Mg ribbon •Crucible •Ring stand •Ring stand ring •Clay triangle •Crucible tongs •Balance •100mL beaker •Distilled water •Conductivity tester •Laboratory burner •Stirring rod <p>Minilab: Oil and Vinegar Dressing</p> <ul style="list-style-type: none"> •Beral-type pipette •Vinegar •Cooking oil <p>Demo: Forming Ionic vs Covalent Bonds</p> <ul style="list-style-type: none"> •5cm magnesium ribbon •2g roll sulfur •Tongs •Large metal can •Deflagrating spoon •Burner <p>Mini Demo: Charged Water</p>	<ul style="list-style-type: none"> •Molecule •Resonance <p>Structural formula</p>
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Bonding
Type: Unit Plan

	<ul style="list-style-type: none">•Water•Paint thinner•Buret•Fur or silk•Rubber rod <p>Lab: Chromatography</p> <ul style="list-style-type: none">•3 pieces chromatography paper•2L plastic soft-drink bottle•2 pencils•Ruler•Tape•Scissors•Aluminum foil•Acetone•Fresh leaf samples from 3 different species of deciduous trees/plants <p>Other labs & demos are pending.</p>	
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Chemical Reactions & Stoichiometry

Unit Dates: 2-17 to 5-13	Class: Chemistry	Sections: 1st Period Chem, 5th Period Chem, 8th Period Chem
Teachers:		

Unit Description	Course	Length of Unit
<p>Chemical Reactions and Stoichiometry:</p> <p>Students will muster all of their previous knowledge to tackle chemical reactions and apply them in a laboratory setting. Students will become adept at assessing a chemical reaction, writing and balancing a chemical equation, and reporting out in a scientific manner (10).</p> <p>Students will become familiar with one of chemistry's most important units: the mole. They will understand the utility and significance of moles and be able to apply this knowledge in the laboratory setting. Building on this ability, students will be able to determine molecular and empirical formulas in the laboratory setting (11).</p>	Chemistry	5 weeks

Standards

<p>IL_Learning_Standards - Science (1997) - Late High School</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Learning Standard 12.C Know and apply concepts that describe properties of matter and energy and the interactions between them.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>OVERARCHING</p> <p>•How do we <i>answer a question and solve a problem</i> in science?</p>	<p>24-27.IOD.ANA.1: Compare or combine data from 2+ simple data presentations (e.g., analyze 1 table using a scale from another table) OR 1 complex data presentation</p>	<p>OVERARCHING</p> <p>•Science always follows an ordered, objectively-driven process to <i>assess the validity of a claim</i>.</p>

<ul style="list-style-type: none"> •How do we decide what is reliable scientific evidence? •What rules govern matter and its processes? •How does energy and energy transfer affect molecules? •Why is science an important part of our future? <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •What is the evidence that a chemical reaction has occurred? •How does one express a chemical reaction? •How does one predict the products of different chemical reactions? •Why is it important that mass is conserved universally? <p>What are the properties of the important energy-producing hydrocarbons? In what way do hydrocarbons demonstrate each theme of chemical reactions?</p>	<p>20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>20-23.IOD.LIT.1: Find basic information in a complex body of text</p>	<ul style="list-style-type: none"> •Experimental investigations are purposefully designed, analyzed, interpreted, and applied through the laboratory process. •Matter and its processes are ultimately governed by atomic interactions, which follow predictable, clearly defined rules. •Energy transfer and energy use cause molecules to behave in a consistent manner. •Scientific discoveries and talents are vital and widely applicable to the enhancement of society. <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •Chemical reactions are represented by a balanced chemical equation that demonstrates the conservation of mass •The reaction between substances is predictable and follows certain patterns. •Reactions occur at the atomic level, but are observed macroscopically. <p>Stoichiometry leads to the ability to calculate theoretical masses of reactants and products</p>
<p>ILS</p> <p>12.11.53 - Understand that in chemical reactions, atoms combine into molecules by means of bonds (e.g., by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds).</p> <p>12.11.56 - Understand that the conservation of atoms in a chemical reaction, as summarized in a balanced chemical equation, leads to the ability to calculate theoretical masses of reactants and products.</p> <p>12.11.57 - Understand how to read, interpret, and balance chemical equations.</p> <p>12.11.58 - Understand that the chemical quantity called "one mole" is set by calling the number of atoms in exactly 12 grams of carbon-12 atoms one mole. This number turns out to be 6.02×10^{23}, also known as Avogadro's Number</p>		

Content, Skills, Assessment

Chemical Reactions

Content	Skills	Assessment
<p>A. 6.1 WWBAT identify evidence of chemical change 6.2 K3: WWBAT define chemical reaction. 6.3 K4&K12: WWBAT explain conservation of mass in terms of the atoms in a reaction. 6.4 K1&K2: WWBAT identify the reactants and products in a chemical reaction. 6.5 S2: WWBAT write word equations. 6.6 K13&S8: WWBAT write chemical equations. 6.7 S3: WWBAT translate between word and formula equations. 6.8 K15-K16: WWBAT explain the function of a coefficient and a subscript in a chemical equation. 6.9 S7: WWBAT count the number of atoms of an element in a substance 6.10 S1: WWBAT balance chemical equations. 6.11 K5-K8&K11&S4: WWBAT classify chemical reactions by the five standard chemical reactions 6.12 S5: WWBAT predict the products of certain chemical reactions.</p>	<p>A. 6.1 WWBAT identify evidence of chemical change 6.2 K3: WWBAT define chemical reaction. 6.3 K4&K12: WWBAT explain conservation of mass in terms of the atoms in a reaction. 6.4 K1&K2: WWBAT identify the reactants and products in a chemical reaction. 6.5 S2: WWBAT write word equations. 6.6 K13&S8: WWBAT write chemical equations. 6.7 S3: WWBAT translate between word and formula equations. 6.8 K15-K16: WWBAT explain the function of a coefficient and a subscript in a chemical equation. 6.9 S7: WWBAT count the number of atoms of an element in a substance 6.10 S1: WWBAT balance chemical equations. 6.11 K5-K8&K11&S4: WWBAT classify chemical reactions by the five standard chemical reactions 6.12 S5: WWBAT predict the products of certain chemical reactions.</p>	<p>Name</p>

Stoichiometry

Content	Skills	Assessment
<p>A. 6.13 K14: WWBAT calculate the molar mass of a compound (review) 6.14 K14.2: WWBAT convert between grams and moles (review) 6.15 K14.3: WWBAT calculate the moles of one substance when given the moles of another substance. 6.16 K14.4&S5: WWBAT calculate the grams of one substance when given the grams of another substance.</p>	<p>A. 6.13 K14: WWBAT calculate the molar mass of a compound (review) 6.14 K14.2: WWBAT convert between grams and moles (review) 6.15 K14.3: WWBAT calculate the moles of one substance when given the moles of another substance. 6.16 K14.4&S5: WWBAT calculate the grams of one substance when given the grams of another substance.</p>	<p>Name</p>

Lab/ACT

Content	Skills	Assessment
<p>A. 6.17 WWBAT attack experiments passages 6.18 WWBAT pace ourselves on the ACT science section 6.19 24-27.IOD.ANA.1: Compare or combine data from 2+ simple data presentations (e.g., analyze 1 table using a scale from another table) OR 1 complex data presentation 6.20 20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) 6.21 20-23.IOD.LIT.1: Find basic information in a complex body of text 6.22 20-23.EMIR.MOD.1: Select a simple hypothesis, prediction, or conclusion that is supported by a data</p>	<p>A. 6.17 WWBAT attack experiments passages 6.18 WWBAT pace ourselves on the ACT science section 6.19 24-27.IOD.ANA.1: Compare or combine data from 2+ simple data presentations (e.g., analyze 1 table using a scale from another table) OR 1 complex data presentation 6.20 20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) 6.21 20-23.IOD.LIT.1: Find basic information in a complex body of text 6.22 20-23.EMIR.MOD.1: Select a simple hypothesis, prediction, or conclusion that is supported by a data</p>	<p>Name</p>

presentation or a model	presentation or a model	
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Content	Skills and Integrated Skills	Assessment II
<p>K1: reactants are the starting materials of chemical reactions</p> <p>K2: products are the ending materials of chemical reactions</p> <p>K3: a reaction is a process by which the atoms of one or more substances are rearranged to form different substances.</p> <p>K4: mass is conserved universally (except when the sun produces helium in amie's world)</p> <p>K5: in a synthesis reaction, two substances come together to form one substance</p> <p>K6: in a decomposition reaction, one substance breaks apart to form two or more substances</p> <p>K7: in a single replacement reaction, one element is substituted for another in a compound</p> <p>K8: in a double replacement reaction, two compounds exchange their positive ions</p> <p>K9: double replacement reactions produce a precipitate, a gas, or water</p> <p>K10: a precipitate is a solid produced during a chemical reaction in a solution</p> <p>K11: combustion is a chemical reaction that occurs when a (organic) substance reacts with oxygen releasing energy, CO₂, and H₂O</p> <p>K12: conservation of mass means that you have to have the same number of atoms of each element on each sides of the equation</p> <p>K13: when writing a chemical reaction, the reactants go on the left, products on the right, and an arrow serves as the yield sign</p> <p>K14: stoichiometry is a system that allows us to calculate theoretical masses of products and reactants</p>	<p>S1: balance an equation</p> <p>S2: write word equations</p> <p>S3: translate between word and chemical equations</p> <p>S4: classify chemical equations</p> <p>S5: predict the products of a chemical equation</p> <p>S6: calculate theoretical masses of reactants and products</p> <p>S7: count the number of atoms of an element in a substance</p> <p>S8: write chemical equations using proper notation</p>	<p><input type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input checked="" type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p>

Chemical Reactions & Stoichiometry

Type: Unit Plan

<p>K15: coefficients are the big numbers in front of elements/compounds in a chemical equation</p> <p>K16: subscripts are the little numbers within an element or compound</p> <p>K17: macroscopic refers to things we can see</p> <p>K18: microscopic refer to things we can't see</p>		<p><input type="checkbox"/> Self Evaluation</p> <p><input type="checkbox"/> Structured Interview</p> <p><input type="checkbox"/> Textbook/Workbook Problems</p> <p><input type="checkbox"/> True/False</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Prompted:(tests, products, other work samples)• Reaction blitz• End of unit test• RAFT on chemical reactions• Gist literacy activity• Science article with reflection• “Do This Quickly” assessments• Exit slips assessmentsUnprompted:(discussions, observations) • Laboratory conduct• Student participation in laboratory and class discussionsStudent Self Assessment:(reflections, rubrics)• Student-led tracking • Per IEPs: Scribe notes, allow choice to respond, read any written instructions, sequence instructions, give additional examples, ask student to summarize to check for understanding, continue to check for on task behavior through proximity, redirection and offering additional help. 	<p>Materials</p> <p>Materials:</p> <p>Minilab: Observing change</p> <ul style="list-style-type: none"> •25mL graduated cylinder •100mL beaker •2 pipettes •Stirring rod •Thermometer •Effervescent antacid tablet •0.1M ammonia solution •Universal indicator •Distilled water <p>Minidemo: Conservation of Mass with silver nitrate</p> <ul style="list-style-type: none"> •5mL 0.1M silver nitrate solution •Small test tube •5mL 0.1M potassium iodide •Flask •Stopper •Balance <p>Minidemo: galvanized iron</p> <ul style="list-style-type: none"> •Galvanized iron •100mL beaker •80mL dilute HCl <p>Minidemo: calcium carbonate precipitate</p> <ul style="list-style-type: none"> •0.27g sodium carbonate •10mL water •2 test tubes •2 stoppers •0.41g calcium nitrate 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> •Chemical equation •Chemical reaction •Combustion reaction •Decomposition reaction •Double-replacement reaction •Precipitate •Product •Reactant •Single-replacement reaction •Solute •Solvent •Synthesis reaction •Avogadro's number •Molar mass •Mole •Stoichiometry •Theoretical yield

	<p>Minilab: Observing a precipitate</p> <ul style="list-style-type: none">•2 150mL beakers•100mL graduated cylinder•2 stirring rods•2 spatulas•2 weighing papers•NaOH•Epsom salts•Distilled water•Balance <p>Lab: Activities of Metals</p> <ul style="list-style-type: none">•1.0M zinc nitrate•1.0M aluminum nitrate•1.0M copper(II) nitrate•1.0M magnesium nitrate•4 pipettes•Wire cutters copper wire•Aluminum wire•Magnesium ribbon•4 zinc strips•Fine sandpaper•24-well microscale reaction plate <p>Minilab: How much is a mole?</p> <ul style="list-style-type: none">•Centimeter ruler•Paper clip <p>Minilab: One mole is ...?</p> <ul style="list-style-type: none">•One mole Al•One mole Cu•One mole NaCl•One mole sucrose•One mole H₂O•One mole Zn•One mole charcoal <p>Minilab: How many moles in iron?</p> <ul style="list-style-type: none">•2 sets of iron nails, one with 6 and one with 9•1 mole iron filings•4 bags	
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	<p>Minilab: determining molar masses</p> <ul style="list-style-type: none">• Calcium carbonate containing antacid tablets• Common substances labeled with chemical formulas <p>Minilab: percent composition of gum/popcorn</p> <ul style="list-style-type: none">• Balance• Weighing paper• 2 250mL beakers• 2 pieces of chewing gum• Stirring rod• Paper towels• Window screen (10cm x 10cm)• Scissors• Timer• Popcorn <p>Minilab: mass percent of pennies</p> <ul style="list-style-type: none">• Pre- & post-1982 pennies• 6.0M HCl• Balance• Water• Paper towels• Forceps <p>Demo: Empirical formulas</p> <ul style="list-style-type: none">• Large test tube with two hold stopper• Glass & rubber tubing• Bunsen burner• Ring stand with test tube holder• Copper(II) oxide <p>Scupula</p>	
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Gases
Type: Unit Plan

Gases

Unit Dates: 5-2 to 5-27	Class: Chemistry	Sections: 1st Period Chem, 5th Period Chem, 8th Period Chem
Teachers:		

Unit Description	Course	Length of Unit
<p><u>Gases</u></p> <p>Students will incorporate a new branch of chemistry to their repertoire with their study of gases. Students will learn the properties of gases, will employ the simple, combined, and ideal gas laws, and will apply those laws in a laboratory setting. Students will also pursue several interest-based projects, including public policy issues surrounding atmospheric conditions (13, 14).</p>	Chemistry	3 weeks

Standards

<p>IL_Learning_Standards - Science (1997) - Late High School</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Learning Standard 12.B Know and apply concepts that describe how living things interact with each other and with their environment.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<ul style="list-style-type: none"> • What is the Kinetic-Molecular Theory? How does it allow one to work with gases? • What are the original gas laws? How does one apply them in a laboratory setting? • What are the combined and ideal gas laws? How does one apply them in a laboratory setting? <p>Why is research on gases crucial to our understanding of climate change?</p>	<p>Interpretation of Data</p> <ul style="list-style-type: none"> • 24A1: Compare or combine data from two or more a simple data presentations • 24A2: Compare or combine data from a complex data presentation • 24A3: Interpolate between data points in a table or graph • 24A4: Determine how the value of one variable changes as the value of another variable changes in a complex 	<p>properties of gases; kinetic-molecular theory; simple, combined, and ideal gas laws</p> <p>Relation to climate change</p>

Gases
Type: Unit Plan

	<p>data presentation</p> <p>Scientific Investigation</p> <ul style="list-style-type: none"> •24B1: Understand the methods and tools used in a complex experiment •24B2: Understand a complex experimental design •24B3: Predict the results of an additional trial or measurement that would produce specified results <p>Evaluation of Models, Inferences, & Experimental Results</p> <ul style="list-style-type: none"> •24C1: Select a simple hypothesis prediction, or conclusion that is supported by two or more data presentation or models •24C2: Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why •24C3: Identify strengths and weaknesses in one or more models 	
<p>ILS</p> <p>12.11.49 - Understand that the kinetic molecular theory explains the properties of gases by the random motion of molecules in them. For example, the collisions of these particles with a surface create an observable pressure on that surface, and their motion explains the diffusion of gases.</p> <p>12.11.50 - Understand how to apply the gas laws to relations between pressure, temperature, and volume of any amount of an ideal gas. Understand Boyle's Law and Charles' Law and how to logically solve problems.</p> <p>12.11.51 - Understand the values of standard temperature and pressure (STP): 0° Celsius and 1 atm.</p> <p>12.11.52 - Understand how to convert between Celsius and Kelvin temperature scales. Understand that there is no temperature lower than 0 Kelvin, or absolute zero.</p>		

Content, Skills, Assessment

Kinetic Molecular Theory

Content	Skills	Assessment
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Gases
Type: Unit Plan

A.	A.	Name
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Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> •The KMT is necessary for approximating the behavior of gases and is composed of 5 basic assumptions •Gas pressure measurement units and methods of measurement •The algebraic relationships embodied in the 3 original gas laws •The algebraic relationship embodied in the combined gas law •The algebraic relationship embodied in the ideal gas law •How to perform experiments using/verifying the original, combined, and ideal gas laws <p>Past knowledge of stoichiometry is applicable to gases</p>	<ul style="list-style-type: none"> •Use the kinetic-molecular theory to explain the behavior of gases by •Naming the 5 assumptions of the KMT •Describing how mass affects the rates of diffusion and effusion •Explain how gas pressure is measured •Calculate the partial pressure of a gas theoretically and in a laboratory setting •Apply the simple/original gas laws to practice and real-life problems by •Stating the relationships posited for Boyle's, Charles's, and Gay-Lusac's Laws •Performing laboratory experiments with gases •Apply the combined gas law to practice and real-life problems by •Stating the relationship given in the combined gas law •Performing laboratory experiments with gases •Relating Avogadro's principle to the combined gas law •Apply the ideal gas law to practice and real-life problems by •Stating the relationship given in the ideal gas law •Performing laboratory experiments with gases <p>Determine gaseous volume ratios from chemical reaction equations using the gas laws</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input type="checkbox"/> Rubric

Gases
Type: Unit Plan

		<input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> Partially filled-in graphic organizers compared to empty graphic organizers for lectures Extra Credit: Biology Connection: research how marine animals can withstand huge pressure underwater in written report Extra Credit: problem-solving lab on turbocharging engines (424) Gifted: Research report on high-altitude adaptations (428) Intrapersonal: Weather Report: correlate barometric pressure to weather conditions over time (430) Gifted: research how the ideal gas law works for real gases (435) Easier science passages for struggling readers Extended time for ACT prep passage Per IEPs: Scribe notes, allow choice to respond, read any written instructions, sequence instructions, give additional examples, ask student to summarize to check for understanding, continue to check for on task behavior through proximity, redirection and offering additional help. 	<p>Materials:</p> <p>Demo: Mentos explosions</p> <ul style="list-style-type: none"> 4 2L coke bottles 1 pack mentos Paper towels <p>Minidemo: air is not empty space</p> <ul style="list-style-type: none"> Funnel Large beaker Water <p>Minilab: More than just hot air</p> <ul style="list-style-type: none"> 5gallon bucket Round balloons Ice String <p>Demo: Demonstrating Boyle's Law</p> <ul style="list-style-type: none"> Empty colorless 2L soft drink bottle with cap (save from Mentos demo) Dropper Food coloring <p>Minilab: Under Pressure</p> <ul style="list-style-type: none"> 2L clear, plastic bottle with cap (with label removed) Water Small dropper (with glass cylinder if possible) <p>Minidemo: balloons and temperature reminder</p> <ul style="list-style-type: none"> 3 balloons Hot water bath Ice Thermometer 	<ul style="list-style-type: none"> Dalton's law of partial pressures Deposition Diffusion Graham's law of effusion Kinetic-molecular theory Pascal Pressure Sublimation Temperature Vapor pressure Avogadro's principle Boyle's law Charles's law Combined gas law Gay-lussac's law Ideal gas constant Ideal gas law Molar volume

	<p>Minilab: testing the combined gas law</p> <ul style="list-style-type: none">•Inflatable spherical ball•Tire gauge•Thermometer•Tape measure <p>Minidemo: gas check</p> <ul style="list-style-type: none">•Hydrogen gas•Methane gas•Propane gas•Nitrogen gas <p>Minidemo: growing balloon</p> <ul style="list-style-type: none">•Balloon•5mL water•Small piece calcium carbide (CaC_2) <p>Minilab: The density of carbon dioxide</p> <ul style="list-style-type: none">•Masking tape•Aluminum foil•Metric ruler•1L beaker•Candle•Matches•Thermometer•Barometer•Baking soda•Vinegar (5% CH_3COOH) <p>Lab: Using the Ideal Gas Law</p> <ul style="list-style-type: none">•Aerosol can of duster•600mL graduated beaker•Bucket or bowl•Thermometer•Barometer•Plastic microtip pipette•Latex tubing•Glass tubing•Scissors•Electrical or duct tape <p>Balance</p>	
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Gases
Type: Unit Plan

	Balance	
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Astronomy - Analyzing our World

Unit Dates: 9-7 to 10-8	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
This unit focuses on utilizing and developing students' schema to make basic but fun inquiries into the scientific world.	Students will conduct a few labs while pretending to operate on the International Space Station. The labs are given in the context of missions, and student learning of scientific inquiry will be a foundation for astronomy, meteorology, and geology study.	Projector Screen Notebooks Binders Plant Shelf Plant gro-lites Plants materials CSI lab materials Topographic maps

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.84 Understand that most scientists believe that the sun, the earth, and the rest of the solar system formed from a nebular cloud of dust and gas 4.6 billion years ago.</p> <p>State Goal 13 Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>Standard 13A Know and apply the accepted practices of science.</p> <p>Objective 13.11.01 Understand basic rules of safety in conducting scientific experiments in a laboratory or in the field.</p> <p>Objective 13.11.02 Understand why experimental replication is essential to scientific claims.</p> <p>Objective 13.11.03 Understand how scientific knowledge, explanations, and technological designs may change with new information.</p> <p>Objective 13.11.04 Understand that scientists must be responsible about how they conduct their experiments.</p> <p>Objective 13.11.05 Determine the degree of accuracy in measurements. Identify possible sources of error in measurement.</p> <p>Standard 13B Know and apply concepts that describe the interaction between science, technology and society.</p> <p>Objective 13.11.06 Analyze scientific breakthroughs in terms of societal and technological effects.</p> <p>Objective 13.11.07 Analyze examples of resource use, technology use or conservation program and make recommendations for improvements.</p>

Objective 13.11.07 Analyze examples of resource use, technology use or conservation program and make recommendations for improvements.
Objective 13.11.08 Analyze careers and occupations that are affected by knowledge of science.
Measurement
Objective 13.11.09 Select appropriate scientific instruments and technological devices to perform tests, measure, and collect data.

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.13-15.1 Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>IOD.13-15.2 Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p>	<p>Essential Question</p> <ul style="list-style-type: none"> •What do you think are the norms and procedures of a professional and successful organization? •What do you think would be a Big Goal for your success in class this year? •How does Environmental and Earth Science relate to my life? •What prime-time TV show do you think benefits from the scientific method? •How can you measure the interactions among Earth's system? •How does science differ from other disciplines? How do you investigate a question/problem/mystery/unknown? What kind of answers can be discovered during an scientific investigation? How can you use scientific concepts and empirical data to determine whether or not information is credible? How do you communicate discoveries so that other are able to understand them? How sure are you? What's the likely margin of error? How accurate/precise is it? How accurate/precise does this need to be? What is proof? Do I have one? How can numbers (data) lie or mislead? How might we show ? In what other ways (how else)? How do we best represent the part and whole relationship? the pattern? the sequence? What kind of problem is it? Can everything be quantified? 	<p>Objectives/Skills</p> <p><u>Procedural</u></p> <ul style="list-style-type: none"> •SWBAT Entering the classroom properly (getting binder, tome, and immediately beginning the catalyst with 80% mastery •SWBAT Articulate the norms and expectations of the class with 80% mastery. •SWBAT Explain the uses of information and tools in different parts of the room with 80% mastery. •SWBAT Explain the breakdown of the class period time with 80% mastery. •SWBAT Working silently during independent work time and during exit slips with 100% mastery. •SWBAT Raising hand for a question with 100% mastery. •SWBAT describe SLANT with 80% mastery. •SWBAT Develop a testable question/hypothesis with 80% mastery. •SWBAT Measure accurately/precisely with 80% mastery. •SWBAT Make observations and record data by using the appropriate senses and tools effectively with 80% mastery. •SWBAT Communicate results effectively with 80% mastery. •SWBAT Make inferences and predictions and support them with evidence with 80% mastery. •SWBAT Evaluate claims and explanations using evidence and experience with 80% mastery.

Content, Skills, Assessment

Astronomy:

Content	Skills	Assessment
A. Scientific Investigation B. Modelling our Earth	A. Scientific Investigation 1. Data Collection 2. Data Analysis 3. Presentation B. Modelling our Earth 1. Using map scales 2. Using longitude and latitude to find features on a world map 3. Using Forest Service and Topographic maps to find local features	Name CSI experiment Plant Lab Topographic maps

Content	Critical Vocabulary	Unit Reflection
Key Ideas Content <ul style="list-style-type: none"> •The Earth and celestial phenomena can be described by principles of relative motion and perspective. •Many of the phenomena that we observe on Earth involve interactions among air, water, and land. •Scientific questions are testable. •Hypothesis are valuable, even if they are false. •The scientific method is an ongoing process and often leads to further investigation. •Data must be empirical and without bias. •Conclusions are explanations that must be based on evidence, and conclusions often refer to prior experience. •Scientific claims must be verified by independent investigations. •Standardized measures allow people to more accurately describe the physical world. •Correlation does not ensure causality. Process <ul style="list-style-type: none"> •Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and 	Scientific Inquiry Observation Question Hypothesis Experiment Results Conclusion Publish Repeat Strategies Group work Individual work Remember "wait time 1 &2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking"	

Astronomy - Analyzing our World

Type: Unit Plan

<p>procedures and usually requiring considerable ingenuity.</p> <ul style="list-style-type: none">•The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	<p>Cold Call 100% Cue student responses Positive framing No opt out</p>	
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Unit 2: Meteorology - Atmosphere

Unit Dates: 10-8 to 11-5	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
<p>Students will study the atmosphere. Students will examine from a top down approach.</p> <p>Length of Unit 18 days</p>	<p>Atmosphere is the first layer from space. We will study it using projects, and summative assessments.</p> <p>All energy comes from the sun in the first place. Heat is an atomic phenomenon. When atoms absorb energy they become more energetic. Therefore, they move and bounce against each other, which creates heat. Energy from the sun causes molecules in the atmosphere to bounce together more often, which creates heat in the atmosphere.</p> <p>Certain molecules in the atmosphere keep energy from entering and leaving Earth easily.</p> <p>The Earth's tilt on its axis determines the distribution of solar radiation at any given moment in the year. Warm air rises and cold air sinks relative to one another.</p> <p>Since the air and ocean water are both fluid on our planet, the movement of our planet affects them both.</p> <p>Weather is the state of the atmosphere at a place and time as regards to heat, cloudiness, dryness, sunshine, wind, rain, etc.</p>	<p>Tome Projector Screen Lab materials</p>

Standards

IL_Assessment_Framework - Science (2004) - Grade 11

State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.
The Earth's Dynamic Processes
Objective 12.11.90 Understand that energy enters the systems of Earth chiefly as solar radiation and eventually escapes again as heat.
Objective 12.11.91 Understand that incoming solar radiation is either reflected or absorbed.
Objective 12.11.92 Understand that non-uniform heating of the earth results in circulation patterns in the atmosphere and oceans that globally distribute heat (in the form of winds and ocean currents).
Objective 12.11.93 Understand the connection between the earth's rotation and the circular motion of ocean currents and air pressure centers.
The Atmosphere
Objective 12.11.99 Analyze weather conditions of an area, given specific weather data.

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.16-19.1 Select two or more pieces of data from a simple data presentation</p> <p>IOD.16-19.2 Understand basic scientific terminology</p>	<p>Where does our energy come from? How does energy enter the Earth's atmosphere? What happens to the energy once it is in our atmosphere? What reflects or absorbs incoming solar radiation?</p> <p>What causes weather? Why is windy on certain days? How does the Earth's rotation affect air pressure and ocean currents? What creates tides and currents?</p> <p>Why is it warmer year around in Sudan than in Chicago? How do meteorologists know what the weather will be like tomorrow or in 10 days?</p> <p>Skills Students will work with laboratory equipment to demonstrate how energy flows through a system. Students will use laboratory equipment to model the formation of clouds.</p>	<p>SWBAT describe the composition of the atmosphere with 80% mastery. SWBAT compare and contrast the various layers of the atmosphere with 80% mastery. SWBAT identify three methods of transferring energy throughout the atmosphere with 80% mastery. SWBAT describe the various properties of the atmosphere and how they interact with 80% mastery. SWBAT explain why atmospheric properties change with changes in altitude with 80% mastery. SWBAT explain how clouds are formed with 80% mastery. SWBAT describe the water cycle with 80% mastery. SWBAT compare and contrast the greenhouse effect and global warming with 80% mastery. SWBAT analyze how imbalances in the heating of Earth's surface create weather with 80% mastery. SWBAT describe how and where air masses form with 80% mastery. SWBAT compare and contrast wind systems with 80% mastery. SWBAT describe how the rotation of Earth affects the movement of air with 80% mastery.</p>

	<p>formation of clouds.</p> <p>Students will learn to read weather reports.</p> <p>Students will trace the formation and movement of air masses</p> <p>Students will read weather data and interpret this data.</p> <p>Students will read barometric read outs.</p> <p>Students will analyze digital and analog forecasting data.</p> <p>Assessment</p> <p>Formal</p> <p>Summative</p> <p>Project</p> <p>Rubric</p> <p>Quizzes</p> <p>Exit Slips</p> <p>Strategies</p> <p>Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out</p>	<p>SWBAT identify various types of fronts with 80% mastery.</p> <p>SWBAT recognize the importance of accurate weather data with 80% mastery.</p> <p>SWBAT describe the technology used to collect weather data with 80% mastery.</p> <p>SWBAT analyze the strengths and weaknesses of weather observation systems with 80% mastery.</p> <p>SWBAT analyze a basic surface weather chart with 80% mastery.</p> <p>SWBAT distinguish between analog and digital forecasting with 80% mastery.</p> <p>SWBAT describe problems with long-term forecasts with 80% mastery.</p> <p>SWBAT compare and contrast various ocean currents with 80% mastery.</p> <p>SWBAT describe the various properties of the atmosphere and how they interact with 80% mastery.</p>
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Content, Skills, Assessment

Content	Critical Vocabulary	Unit Reflection
<ol style="list-style-type: none"> 1. Moisture in the atmosphere 1. relative humidity - measurement and how it effects us 2. dew point - measurement and how it effects us 3. cloud - identification and formation 4. precipitation - identification and formation 2. Air pressure <ol style="list-style-type: none"> 1. barometers - how they are used to measure air pressure 2. mapping areas of high and low pressure 3. winds and changes in air pressure - local, regional, and global patterns 3. Weather forecasting <ol style="list-style-type: none"> 1. air masses, fronts, and associated weather 2. using weather maps to produce a weather forecast 3. using computers to produce a weather forecast 4. collecting site data to produce a weather forecast 	<ul style="list-style-type: none"> Energy Solar Radiation Heat Reflect Absorb Albedo Non-uniform heating Circulation Atmosphere Oceans Globally Distribute Heat Ocean Currents Wind Rotation Circular Ocean currents Pressure Air pressure center Data Area 	

Unit 3: Meteorology - Climate

Unit Dates: 11-8 to 11-30	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
<p>Students will learn about the Earth's climate, which includes discussion about molecular composition of the atmosphere, greenhouse gases, and climate change.</p> <p>Length of Unit 18 days</p>	<p>The uneven heating of Earth causes weather patterns and climate differences in different locations. Climate is affected by a variety of factors. Water takes longer to heat up and cool down. Mountains can block water from entering an area. Wind can carry water and heat to certain areas.</p> <p>The Earth is a constantly changing entity. Its various levels of systems change within themselves and between each other.</p> <p>The atmosphere is a closed system: what we have is generally what we will always have. The compositions have changed but the overall mass of oxygen, nitrogen, and other elements have not increased or decreased significantly after Earth developed a stable atmosphere/lithosphere.</p> <p>Humans breathe oxygen and expel carbon dioxide. Trees breathe carbon dioxide and expel oxygen. Life is made of carbon.</p>	<p>Tome Projector Screen Lab Materials</p>

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11 State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p>
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Standard 12B Know and apply concepts that describe how living things interact with each other and with their environment.
Ecology and Adaptation
Objective 12.11.31 Understand the causes of ecosystem disruptions: changes in climate, human activity, introduction of a nonnative species, changes in population size, sudden natural disasters.

Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.
The Earth's Dynamic Processes
Objective 12.11.95 Understand that weather (over a short time) and climate (over a long time) result from the transfer of energy and water in and out of the atmosphere. Understand the effects on climate of latitude, elevation, topography (especially the presence of mountains and valleys), and proximity to large bodies of water, and cold or warm ocean currents.
Objective 12.11.96 Understand that Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, plate movement, and the cyclic changes in the orientation of Earth's axis of rotation and the shape of its orbit around the sun.

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.16-19.3 Find basic information in a brief body of text</p>	<p>Why is there a desert in Sudan and not in Chicago?</p> <p>Why is there a rainforest in Brazil and not in Sudan even though they are on the same latitude?</p> <p>What is the difference between weather and climate?</p> <p>How has the Earth's geography changed over time?</p> <p>How has the Earth's atmosphere changed over time?</p> <p>How has the Earth's surface changed over time?</p> <p>How has the Earth's movement and orientation in space changed over time?</p> <p>What are we breathing?</p> <p>How much oxygen are we actually breathing?</p> <p>What is the greenhouse effect and how does it affect us?</p> <p>Why are our lives tied to healthy forests?</p>	<p>SWBAT describe different types of climate data with 80% mastery.</p> <p>SWBAT explain why climates vary with 80% mastery.</p> <p>SWBAT describe the criteria used to classify climates with 80% mastery.</p> <p>SWBAT compare and contrast different climates with 80% mastery.</p> <p>SWBAT distinguish among different types of climatic changes with 80% mastery.</p> <p>SWBAT recognize why climatic changes occur with 80% mastery.</p> <p>SWBAT compare and contrast weather and climate with 80% mastery.</p> <p>SWBAT distinguish among different types of climatic changes with 80% mastery.</p> <p>SWBAT recognize why climatic changes occur with 80% mastery.</p> <p>SWBAT identify how humans impact climate with 80% mastery.</p> <p>SWBAT describe the composition of the atmosphere with 80% mastery.</p> <p>SWBAT compare and contrast the various layers of the atmosphere with 80% mastery.</p>

		<p>SWBAT recognize that the atmosphere is an Earth resource with 80% mastery.</p> <p>SWBAT describe the importance of clean air with 80% mastery.</p> <p>SWBAT compare and contrast the greenhouse effect and global warming with 80% mastery.</p> <p>SWBAT identify how humans impact climate with 80% mastery.</p> <p>SWBAT describe the types and sources of air pollution with 80% mastery.</p>
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Content, Skills, Assessment

Content	Critical Vocabulary	Unit Reflection
<p>a. Insolation</p> <p>b. Geographic Factors</p> <p>c. The Water Cycle</p> <p>d. Human Influence (global warming, heat island)</p> <p>Skills</p> <p>Create graph of CO2 trends over time.</p> <p>Record and Chart data points in a laboratory.</p> <p>Read a map and make observations and connections between climate and geography.</p> <p>Utilize various graphic organizers to explore and retain</p>	<p>Rain forest</p> <p>Desert</p> <p>Distribution</p> <p>Bands</p> <p>Latitude</p> <p>Wind patterns</p> <p>Ocean currents</p> <p>Mountain ranges</p> <p>Weather</p> <p>Climate</p> <p>Latitude</p> <p>Elevation</p>	

Unit 3: Meteorology - Climate
 Type: Unit Plan

<p>information.</p> <p>Write a structured response to higher level bloom's taxonomy questions.</p> <p>Assessment</p> <p>Unit Test</p> <p>Weekly quiz</p> <p>Exit Slips</p> <p>Rubric</p> <p>Project</p> <p>Creative Exhibition</p> <p>Graphs</p> <p>Learning Strategies</p> <p>Remember "wait time 1 &2" Think-pair-share Ask "follow ups" Withhold judgementAsk for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing</p>	<p>Topography</p> <p>Geography</p> <p>Composition</p> <p>Cyclic movement</p> <p>Axis</p> <p>Orbit</p> <p>Gas</p> <p>Oxygen</p> <p>Nitrogen</p> <p>Mixture</p> <p>Greenhouse</p> <p>Carbon dioxide</p>	
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Unit 4: Meteorology- Weathering and Erosion

Unit Dates: 12-1 to 1-14	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
<p>Students will focus on the forces that cause changes in our natural world. These forces provide the transition from studying meteorology and astronomy to studying geology.</p> <p>Length of Unit 23 days</p>	<p>Our planet is a system. This system has many parts. These parts work together to make the whole. Often systems contain other systems and are parts in greater systems as well. You can evaluate an environment using observation and inference.</p> <p>About 97% of the hydrosphere is contained in the oceans. However, the second most likely place to find water is underground. If you drink spring water you are probably drinking water that has been underground for thousands of years.</p> <p>A river is large natural stream of water flowing in a channel to the sea, a lake, or another such stream.</p>	<p>Projector Screen Tome Lab materials textbook</p>

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.85 Understand that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing transformation of the earth system. Understand that we can observe some changes (such as earthquakes and volcanic eruptions) on a human time-scale, but many processes (such as mountain building and plate movements) take place so sporadically or so slowly (over hundreds of millions of years) that we cannot observe them but only infer that they take place from other kinds of evidence.</p> <p>Water</p> <p>Objective 12.11.100 Understand that a water table marks the top of the zone of saturation of subsurface materials.</p> <p>Objective 12.11.101 Understand at which places in a river or stream one is likely to find a build up of sediment. Understand why sediments of certain sizes build up in different</p>
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locations in a stream and how this can alter its course over time. Understand how these processes can, over the course of time, change the location of rivers and streams (e.g., meanders).

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.16-19.4 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p>	<p>How do the Earth, oceans, atmosphere, and organisms interact and cause changes in each other?</p> <p>What transformations can we observe in our planet?</p> <p>What transformations can we infer about our planet?</p> <p>Why do rivers wind through valleys?</p> <p>Can rivers flow uphill?</p> <p>Why are some rivers sandy and others rocky?</p>	<p>SWBAT differentiate among the four major branches of Earth science with 80% mastery.</p> <p>SWBAT contrast the four systems of Earth with 80% mastery.</p> <p>SWBAT discuss how Earth science affects your daily life with 80% mastery.</p> <p>SWBAT describe how groundwater is stored and moves underground with 80% mastery.</p> <p>SWBAT explain what an aquifer is with 80% mastery.</p> <p>SWBAT explain how surface water can move weathered materials with 80% mastery.</p> <p>SWBAT explain how a stream carries its load with 80% mastery.</p> <p>SWBAT describe how a floodplain develops with 80% mastery.</p> <p>SWBAT describe some of the physical features of stream development with 80% mastery.</p> <p>SWBAT explain the process of rejuvenation in stream development with 80% mastery.</p>

Content, Skills, Assessment

Content	Critical Vocabulary	Unit Reflection
a.identifying signs of mechanical and chemical weathering	Weathering	

Unit 4: Meteorology- Weathering and Erosion
 Type: Unit Plan

<p>a. identifying signs of mechanical and chemical weathering b. soil formation and texture c. soil conservation d. streams and rivers as agents of change</p>	<p>Weathering Erosion Zone of saturation Subsurface materials Water table Sediment Meander</p> <p>Skills - Read a topographical map to analyze the flow of river - Create a schematic of a cross-section of the Earth's crust to show aquifers and water storage. - Use lab tools to demonstrate stream load</p> <p>Assessment Formative - CFUs Summative - Test Quizzes Exit slips Project rubric Performance assessment --> lab</p> <p>Strategies Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing</p> <p>Materials Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier Clipboard with student record matrix</p>	
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Unit 4: Meteorology- Weathering and Erosion
Type: Unit Plan

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Volcanoes
Type: Unit Plan

Volcanoes

Unit Dates: 1-31 to 3-4	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>What you will learn:</p> <ul style="list-style-type: none"> - How can volcanoes form and how can they be classified. - How magma melts and crystallizes to form igneous rocks. - How igneous rocks are classified. - How igneous rocks are used. - <p>This unit is important because igneous rocks are the most abundant rocks in the Earth's crust. Many important mineral and metal deposits are associated with igneous rock. In many parts of the world understanding the origin of igneous rocks, volcanoes, is the difference between life and death.</p>	Earth and Space Science	17 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.83 Understand that geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations. Understand that current methods include using the known decay rates of radioactive isotopes present in rocks to measure the time since the rock was formed.</p> <p>Objective 12.11.85 Understand that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing transformation of the earth system. Understand that we can observe some changes (such as earthquakes and volcanic eruptions) on a human time-scale, but many processes (such as mountain building and plate movements) take place so sporadically or so slowly (over hundreds of millions of years) that we cannot observe them but only infer that they take place from other kinds of evidence.</p> <p>The Earth's Dynamic Processes</p> <p>Objective 12.11.89 Differentiate between the two main kinds of volcanoes: one kind with violent eruptions producing steep slopes and another kind with voluminous lava flows producing gentle slopes.</p>
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Volcanoes
Type: Unit Plan

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do volcanoes form and how can you classify them?</p> <p>How can you explain magma melting and crystallizing to form igneous rocks?</p> <p>How can you classify igneous rocks?</p> <p>How do you use igneous rocks in your daily life?</p>	<p>IOD.16-19.4 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>SI.16-19.1 Understand the methods and tools used in a simple experiment</p> <p>IOD.20-23.3 Translate information into a table, graph, or diagram</p>	<p>SWBAT:</p> <p>Describe the major parts of a volcano.</p> <p>Compare and contrast shield, cinder-cone, and composite volcanoes.</p> <p>Compare and contrast intrusive and extrusive igneous rocks.</p> <p>Describe the composition of magma.</p> <p>Discuss the factors that affect how rocks melt and crystallize.</p> <p>Classify different types and textures of igneous rocks.</p> <p>Recognize the effects of cooling rates on the grain size of igneous rocks.</p> <p>Describe some uses of igneous rocks.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Volcanoes</p> <ul style="list-style-type: none"> ·identification of igneous rocks ·factors affecting volcanic eruptions ·matching the types of volcanoes with the type of eruption expected. ·intrusive igneous activity 	<p>In order to demonstrate that they can conduct a laboratory experiment students will:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project

	<p>1. Follow a set of written procedures without asking for clarification from the teacher</p>		<input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
	<p>2. Use a newly introduced piece of equipment (like a pH probe, hot plate, scalpel, spring scale or anything else that is used only occasionally) correctly after watching the teacher model its use</p>		
	<p>3. Record data in an organized way as they conduct the experiment</p>		
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student 	<p>Materials</p> <p>Projector Tomes Screen</p>	<p>Critical Vocabulary</p> <p>Igneous Rock Lava Extrusive Intrusive</p>	

Volcanoes
Type: Unit Plan

responses Positive framing No opt out	Bellringer sheets, pictures Computer paper Printer/Copier Clipboard with student record matrix	Intrusive Partial Melting Fractional Crystallization Bowen's reaction series Felsic Mafic Ultramafic Porphyritic Vent Crater Caldera Shield Volcano Cinder-cone volcano Composite volcano
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Weathering and Erosion

Unit Dates: 3-8 to 3-31	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>What you'll learn:</p> <ul style="list-style-type: none"> - How sedimentary rocks are formed. - How the process of weathering breaks down rocks and how erosion transports weathered materials from one place to another. - How soil is formed. <p>Why it's important: Sedimentary rocks provide information about surface conditions and organisms that existed in Earth's past. In addition, mineral resources are found in sedimentary rocks. Fundamentally, the processes of weathering and erosion change Earth's landforms and form soil, an important natural resource.</p>	Earth and Space Science	23 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.82 Indicate that the earth's crust is made from mostly igneous and metamorphic materials and was formed as a result of partial melting of part of the mantle rock. Know that there is a thin layer of sedimentary rock on top in many places.</p> <p>Objective 12.11.85 Understand that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing transformation of the earth system. Understand that we can observe some changes (such as earthquakes and volcanic eruptions) on a human time-scale, but many processes (such as mountain building and plate movements) take place so sporadically or so slowly (over hundreds of millions of years) that we cannot observe them but only infer that they take place from other kinds of evidence.</p> <p>The Earth's Dynamic Processes</p> <p>Objective 12.11.87 Identify the properties of rocks and minerals based on the physical and chemical conditions in which they are formed, including plate tectonic processes.</p>
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Objective 12.11.87 Identify the properties of rocks and minerals based on the physical and chemical conditions in which they are formed, including plate tectonic processes.

Water

Objective 12.11.100 Understand that a water table marks the top of the zone of saturation of subsurface materials.

Objective 12.11.101 Understand at which places in a river or stream one is likely to find a build up of sediment. Understand why sediments of certain sizes build up in different locations in a stream and how this can alter its course over time. Understand how these processes can, over the course of time, change the location of rivers and streams (e.g., meanders).

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Could you make a sedimentary rock?</p> <p>Can water move mountains?</p> <p>Where does soil (dirt) come from?</p>	<p>IOD.16-19.4 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>SI.16-19.1 Understand the methods and tools used in a simple experiment</p> <p>IOD.20-23.3 Translate information into a table, graph, or diagram</p>	<p>SWBAT</p> <p>Distinguish between weathering and erosion.</p> <p>Sequence the formation of sedimentary rocks.</p> <p>Explain the formation and classification of clastic sediments.</p> <p>Describe features of sedimentary rocks.</p> <p>Describe the types of clastic sedimentary rocks.</p> <p>Explain how chemical sedimentary rocks form.</p> <p>Describe organic sedimentary rocks.</p> <p>Recognize the importance of sedimentary rocks.</p> <p>Identify variables that affect the rate of weathering.</p> <p>Analyze the impact of living and nonliving processes of weathering and erosion.</p> <p>Describe the relationship of gravity to all agents of erosion.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Weathering and Erosion
Type: Unit Plan

Content	Skills and Integrated Skills	Assessment II
<p><u>Weathering and Erosion</u></p> <ul style="list-style-type: none"> ·identification of sedimentary rocks ·identifying signs of mechanical and chemical weathering ·soil formation and texture ·soil conservation ·streams and rivers as agents of change. ·glaciers as agents of change ·wind as an agent of change 	<p>Prepare</p> <p>7. Describe the potential environmental impact of their experiment</p> <p>4. Formulate a scientific hypothesis</p> <p>Conduct</p> <p>4. Clean up their lab area when finished without specifically being asked by the teacher.</p> <p>Analysis</p> <p>1. Create a graphical representation of the data they collected</p> <p>2. Determine whether the data collected in their experiment support or refute their hypothesis</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation

Weathering and Erosion
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Materials</p> <p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p> <p>Clipboard with student record matrix</p>	<p>Critical Vocabulary</p> <p>Sediment</p> <p>Clastic</p> <p>Deposition</p> <p>Lithification</p> <p>Cementation</p> <p>Bedding</p> <p>Graded bedding</p> <p>Cross-bedding</p> <p>Clastic sedimentary rock</p> <p>Porosity</p> <p>Evaporite</p> <p>Weathering</p> <p>Erosion</p> <p>Mechanical Weathering</p> <p>Frost Wedging</p> <p>Exfoliation</p> <p>Chemical Weathering</p> <p>Hydrolysis</p> <p>Oxidation</p> <p>Meander</p> <p>Stream Bank</p> <p>Stream Channel</p>

Plate Tectonics and Earthquakes

Unit Dates: 4-4 to 5-13	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>This unit will cover the final puzzle piece of the rock cycle, metamorphic rocks. We will discuss how metamorphic rocks are formed. We will review the rock cycle to provide evidence that Earth is a dynamic planet, constantly evolving and changing through processes like plate tectonics.</p> <p>Understanding the theory of plate tectonics is important because interactions between the enormous slabs of Earth's crust and rigid upper mantle result in the formation of many of Earth's surface features, including volcanoes and some mountain ranges. Many earthquakes are also caused by plate movements.</p> <p>Earthquakes are natural phenomena that can cause vast amounts of damage as well as many deaths. Understanding what causes earthquakes is essential to our being prepared for these natural disasters.</p>	Earth and Space Science	24 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Dynamic Processes</p> <p>Objective 12.11.86 Identify the various features of the ocean floor which furnish evidence for plate tectonics: magnetic patterns, age, and topographical features.</p> <p>Objective 12.11.87 Identify the properties of rocks and minerals based on the physical and chemical conditions in which they are formed, including plate tectonic processes.</p>
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Objective 12.11.88 Understand why earthquakes occur and how scales are used to measure their intensity and magnitude, specifically the Richter and Mercalli scales.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Could I ever see the earth change a rock change into a different kind of rock?</p> <p>What is the cause and effect of earthquakes?</p> <p>Will Earth always look like it does today?</p>	<p>SI.20-23.2 Understand a simple experimental</p> <p>SI.20-23.3 Identify a control in an experiment</p>	<p>SWBAT compare and contrast the different types and causes of metamorphism with 80% mastery.</p> <p>understand how rocks continuously change from one type to another with 80% mastery.</p> <p>describe how the earth's plates interact at plate boundaries.</p> <p>summarize how convection in the mantle is related to the movement of tectonic plates with 80% mastery.</p> <p>compare and contrast earthquake magnitude and intensity and the scales used to measure each with 80% mastery.</p> <p>summarize the evidence that led to the discovery of seafloor spreading with 80% mastery.</p> <p>explain the theory of plate tectonics with 80% mastery.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What causes earthquakes and how they affect Earth's surface.</p> <p>How earthquakes and the destruction they cause are measured.</p> <p>What kind of evidence led to the acceptance that the</p>	<p>Communicate</p> <ol style="list-style-type: none"> 1. Summarize how they conducted the experiment 2. Summarize the findings or results of the laboratory experiment and what they learned from conducting it 3. Describe how the results of their laboratory experiment relate to something they already knew 	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p>

Plate Tectonics and Earthquakes
Type: Unit Plan

<p>seafloor and continents move.</p> <p>How Earth's tectonic plate interact.</p> <p>What causes tectonic plates to move.</p> <p>How metamorphic rocks form.</p> <p>How rocks continuously change from one type to another in the rock cycle.</p>		<input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student 	<p>Materials</p> <p>Projector</p>	<p>Critical Vocabulary</p> <p>Metamorphic rock</p> <p>Regional metamorphism</p>

Plate Tectonics and Earthquakes

Type: Unit Plan

<p>summarySurvey the classAllow for student callingPlay devil's advocateAsk students to "unpack their thinking"Cold Call100%Cue student responsesPositive framingNo opt out</p> <ul style="list-style-type: none"> Per IEPs: Scribe notes, allow choice to respond, read any written instructions, sequence instructions, give additional examples, ask student to summarize to check for understanding, continue to check for on task behavior through proximity, redirection and offering additional help. 	<p>Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier Clipboard with student record matrix</p>	<p>Foliated Nonfoliated Magnetometer Paleomagnetism Magnetic reversal Isochron Seafloor spreading Theory of plate tectonics Divergent boundary Convergent boundary Transform boundary Fault Primary wave Secondary wave Surface wave focus epicenter Seismometer Magnitude Richter scale Modified Mercalli scale</p>
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Astronomy

Unit Dates: 5-16 to 6-3	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>We will also discuss the properties of our galaxy and the objects within our galaxy, like stars, black holes, planets, and comets.</p> <p>The motions of the sun-Earth-Moon system affect Earth physically, as well as play an important role in our timekeeping system.</p> <p>The sun is vital to life on Earth. To understand the sun, which is a star, it is necessary to understand how all stars function and evolve. Stars are also the building blocks of our galaxy and the source of most elements in the universe.</p> <p>The study of galaxies and the structure of the universe helps scientists to better understand the origin of our solar system as well as Earth's origin.</p>	Earth and Space Science	14 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12F Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p> <p>Objective 12.11.102 Understand and describe the physical characteristics of galaxies and the objects within galaxies (e.g., stars, pulsars, black holes, planets, comets, asteroids). Describe physical characteristics of the sun (e.g., corona, prominences, sunspots, solar flares), and know that solar events can cause phenomena such as auroras.</p> <p>Objective 12.11.103 Analyze the life cycles of stars, and compare stars of different masses.</p> <p>Objective 12.11.104 Know the theory that over 10 billion years ago the universe began in a huge expansion called the Big Bang. Understand that in this event, all matter, energy, space, and time were created as the universe expanded from a single point. Understand that one piece of evidence for this theory is the 3K background radiation.</p>
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Objective 12.11.105 Understand the Doppler effect with respect to light (red and blue shifts) and sound (e.g., the sound of an approaching train's whistle vs. the sound of the whistle moving away). Understand that astronomers use the Doppler shift to estimate the distance of objects millions and billions of light-years away.

Objective 12.11.106 Understand the effects of gravity within the solar system. Understand that the tides are caused by the gravitational interaction among the earth, moon, and sun.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Why does it seem to me that the moon changes shape and color on different days of the year?</p> <p>Will our sun ever die?</p> <p>When do scientists say that our universe began?</p> <p>Are we alone in the universe?</p>	<p>SI.20-23.2 Understand a simple experimental</p> <p>SI.20-23.3 Identify a control in an experiment</p>	<p>SWBAT</p> <p>Identify the relative positions and motions of Earth, the Sun, and the Moon with 80% mastery.</p> <p>Describe the phases of the moon with 80% mastery.</p> <p>Explain the eclipses of the moon with 80% mastery.</p> <p>understand and describe the physical characteristics of galaxies and the objects within galaxies (e.g., stars, pulsars, black holes, planets, comets, asteroids) with 80% mastery.</p> <p>describe how the sun will change during its lifetime and how it will end up with 80% mastery.</p> <p>compare the evolutions of stars of different masses with 80% mastery.</p> <p>Explain the different theories about the formation of the universe with 80% mastery.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What you'll learn:</p> <ul style="list-style-type: none"> - how to analyze the motions of the Sun, Earth, and the Moon. - What properties are used to observe and measure stars. - How stars change during their lives and what is left when they die. - What astronomers know about the origin and history of the universe. 	<p>Analyze</p> <p>3. Identify questions raised by the experiment that may require further investigation</p> <p>4. Describe sources of error present in their experiment</p> <p>Communicate</p> <p>4. Write a complete lab report</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation


Astronomy
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Materials</p> <p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p> <p>Clipboard with student record matrix</p>	<p>Critical Vocabulary</p> <p>Ecliptic</p> <p>Summer solstice</p> <p>Winter solstice</p> <p>Autumnal equinox</p> <p>Vernal equinox</p> <p>Synchronous rotation</p> <p>Solar eclipse</p> <p>lunar eclipse</p> <p>Tide</p> <p>Nebula</p> <p>Protostar</p> <p>Neutron star</p> <p>supernova</p> <p>Black hole</p> <p>Cosmology</p> <p>Big Bang theory</p> <p>Cosmic background radiation</p> <p>Inflationary universe</p> <p>Doppler Effect</p>

English 1: English Language and Inquiry


September

Struggle, Survival, and Perseverance

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <p>1. The Outsiders (Language)</p> <ul style="list-style-type: none"> Informal Observations Quizzes on reading 5 paragraph writing assignments on personal struggle compare and contrast themes using Venn diagrams on TO and TMDG. creation of a song or poem explaining the plot of TO. reading journals that develop characters, plot, setting, theme <p>1. The Most Dangerous Game (Language)</p> <ul style="list-style-type: none"> Informal Observations Graffiti Maps on struggle Quizzes on reading 5 paragraph essay design a comic book of the major events, characters, setting in TMDG create a map of Shipwreck Island 	<p>Activities:</p> <p>Wordle for Jabberwocky Rough Drafts for 5 paragraph essays visual mapping of plot elements</p>	<p>Illinois Learning Standards:</p> <p></p> <p>College Readiness Standards:</p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> 202: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. 	<p>What types of struggles do teenagers go through?</p> <p>What struggles does society put on us?</p> <p>How can you overcome life's struggles?</p> <p>Why is survival so important?</p> <p>What does perseverance really mean?</p> <p>How is Ponyboy a survivor?</p>	<p>Concept or Big Ideas: Life is struggle and we must identify strategies in order to survive and persevere.</p> <p>Literature Content:</p> <ul style="list-style-type: none"> Analysis of plot Development of setting Analysis of character Analysis of voice and theme Five paragraph essay Narrative writing Definitions of Struggle, Survival, and Perseverance <p>English Content:</p> <ul style="list-style-type: none"> Application of parts of speech Narrative Writing Verb tense Appropriate word choice Verb/pronoun agreement <p>Key Terms:</p> <ul style="list-style-type: none"> plot

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> • critique of the ending on TMDG. <p>1. Jabberwocky and Parts of Speech (English)</p> <ul style="list-style-type: none"> • identify "gibberish" words and what part of speech they are. • replace the gibberish words with real words in the correct part of speech • create your own -wocky poem <p>1. English Content (CRS)</p> <ul style="list-style-type: none"> • Sample Explore and Plan reading passages 		<p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> • 302: Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. • 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives. • Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> • Use apostrophes to indicate simple possessive nouns. 		<ul style="list-style-type: none"> • setting • theme • voice • theme • perseverance


October
Vocabulary Lists #1 and #2

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> • picture definitions and oral quizzing • vocab detective slips • List tests 	<p>Activities:</p> <ul style="list-style-type: none"> • sentence creation • paragraph/story creation • word maps • visual thesaurus • wordle • quizlet 	<p></p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> • 202: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. • 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. • 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. • 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. <p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> • 302: Recognize and use the appropriate word in frequently confused 	<p>How can we use these words in our everyday lives?</p> <p>Where do you see these words daily?</p> <p>What types of relationships do you see with these words?</p>	<p>Concept or Big Idea: What do these words mean and what do their meanings look like?</p> <p>Content:</p> <ul style="list-style-type: none"> • determination of the POS • usage of words in sentences • visualization of word meanings <p>Key Terms:</p> <p>1. List #1</p> <ul style="list-style-type: none"> • grotesque • dumbfounded • feline • brutal • obese • gawk • annual • bicker • waiver • blunder • tyrant • toxic <p>1. List #2</p> <ul style="list-style-type: none"> • dictator • fragile

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>pairs such as there and their, past and passed, and led and lead.</p> <ul style="list-style-type: none"> 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives. Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> Use apostrophes to indicate simple possessive nouns. 		<ul style="list-style-type: none"> glutton intoxicated irate omen palatial prompt soothe swagger vast vivid

November

Vocabulary Lists #3 & #4


Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> picture definitions and oral quizzing vocab detective slips List tests 	<p>Activities:</p> <ul style="list-style-type: none"> sentence creation paragraph/story creation word maps visual thesaurus wordle 	<p></p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> 202: Revise shifts in verb tense between 	<p>How can we use these words in our everyday lives?</p> <p>Where do you see these words daily?</p> <p>What types of relationships do you see with these words?</p>	<p>Concept or Big Idea: What do these words mean and what do their meanings look like?</p> <p>Content:</p> <ul style="list-style-type: none"> determination of the POS

Month	Essential Questions	Assessment	Content & Resources	Skills
	<ul style="list-style-type: none"> quizlet 	<p>simple clauses in a sentence or between simple adjoining sentences.</p> <ul style="list-style-type: none"> 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. <p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> 302: Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and 		<ul style="list-style-type: none"> usage of words in sentences visualization of word meanings <p>Key Terms:</p> <ol style="list-style-type: none"> List #3 List #4

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>superlative adjectives.</p> <ul style="list-style-type: none"> Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> Use apostrophes to indicate simple possessive nouns. 		

December


Forgiveness and Gratitude

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>1. Thank You Ma'am</p> <ul style="list-style-type: none"> Oral reading of text Plot storyboard Thank you letter to Mrs. Jones Letter to Roger Response to African Proverb "It Takes a Village" Character sketches <p>1. Gift of the Magi</p> <ul style="list-style-type: none"> Oral reading of text Plot storyboard Description of Della and James' relationship and 	<p>Oral read alouds</p> <p>Concept mapping</p> <p>vocabulary definitions/examples</p> <p>Adapted reader</p> <p>Visual representations in pictures/videos</p>	<p></p> <p><u>College Readiness Standards:</u></p> <p>Organization, Unity, and Coherence</p> <ul style="list-style-type: none"> 403: Add a sentence that introduces a simple paragraph. 503: Add a sentence to introduce or conclude the essay to provide a transition between paragraphs when the essay is fairly straightforward. <p>Word Choice in terms of style,</p>	<p>What are "forgiveness" and "gratitude"?</p> <p>How do we show thanks for the things we have?</p> <p>Why is it important to forgive?</p> <p>What is the importance of a gift?</p> <p>What's better, "to give" or "to receive"?</p>	<p>Literature Content:</p> <ul style="list-style-type: none"> Analysis of plot Development of setting Analysis of character Analysis of voice and theme Analysis of Irony and ambiguity Five paragraph essay Narrative writing Expository writing Definitions of Forgiveness and Gratitude`1 <p>English Content:</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>love for each other</p> <ul style="list-style-type: none"> • Socratic Seminar in response to the theme of "Magi" <p>1. A Christmas Memory</p> <ul style="list-style-type: none"> • Oral reading of text • Character Analysis of Buddy and his Cousin • Holiday traditions journaling 		<p>tone, clarity and economy</p> <ul style="list-style-type: none"> • 202:Revise vague nouns and pronouns that create obvious logic problems. • 403:Determine the clearest and most logical conjunction to link clauses. <p>Sentence Structure and Formation</p> <ul style="list-style-type: none"> • 201:Use conjunctions or punctuation to join simple clauses. • 301:Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences. • 502:Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. <p>Conventions of Usage</p> <ul style="list-style-type: none"> • 302:Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. • 501:Ensure that a pronoun 		<ul style="list-style-type: none"> • Application of parts of speech • Narrative Writing • Verb tense • Appropriate word choice • Verb/pronoun agreement <p>Key Terms:</p> <ul style="list-style-type: none"> • plot • setting • theme • voice • theme • gratitude and forgiveness

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>agrees with its antecedent when the two occur in separate clauses or sentences.</p> <ul style="list-style-type: none"> 402:Ensure that a verb agrees with its subject when there is some text between the two. <p>Conventions of Punctuation</p> <ul style="list-style-type: none"> 503:Use apostrophes to indicate simple possessive nouns. 201>Delete commas that create basic sense problems (e.g. between verb and direct object). 301:Provide appropriate punctuation in straightforward situations (e.g. items in a series). 302>Delete commas that disturb the sentence flow (e.g. between modifier and modified element). 401:Use commas to set off simple parenthetical phrases. 402>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g. between verb and direct object clause 		

Vocabulary Lists #5 & #6

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> • picture definitions and oral quizzing • vocab detective slips • List tests 	<p>Activities:</p> <ul style="list-style-type: none"> • sentence creation • paragraph/story creation • word maps • visual thesaurus • wordle • quizlet 	<p></p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> • 202: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. • 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. • 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. • 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. <p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> • 302: Recognize and use the appropriate word in frequently confused 	<p>How can we use these words in our everyday lives?</p> <p>Where do you see these words daily?</p> <p>What types of relationships do you see with these words?</p>	<p>Concept or Big Idea: What do these words mean and what do their meanings look like?</p> <p>Content:</p> <ul style="list-style-type: none"> • determination of the POS • usage of words in sentences • visualization of word meanings <p>Key Terms:</p> <ol style="list-style-type: none"> 1. List #5 1. List #6

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>pairs such as there and their, past and passed, and led and lead.</p> <ul style="list-style-type: none"> 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives. Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> Use apostrophes to indicate simple possessive nouns. 		

January

Latin and Greek roots and Goal Setting

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> Greek/Latin root charts. Root word superheroes Greek/Latin root word comic strips quiz test <ul style="list-style-type: none"> list of academic goals for 	<p>graphic organizers</p> <p>collaborative grouping</p> <p>story writing</p>	<p><u>College Readiness Standards:</u></p> <p>Organization, Unity, and Coherence</p> <ul style="list-style-type: none"> 403: Add a sentence that introduces a simple paragraph. 	<p>What root words are common in the English language and how can we use them effectively.</p> <p>What goals do you have for the new year?</p>	<ul style="list-style-type: none"> All Latin and Greek roots Goal setting strategies 5 paragraph essays plot and story writing.

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>the new year</p> <ul style="list-style-type: none"> list of personal goals for the new year word collage 		<ul style="list-style-type: none"> 503: Add a sentence to introduce or conclude the essay to provide a transition between paragraphs when the essay is fairly straightforward. <p>Word Choice in terms of style, tone, clarity and economy</p> <ul style="list-style-type: none"> 202: Revise vague nouns and pronouns that create obvious logic problems. 403: Determine the clearest and most logical conjunction to link clauses. <p>Sentence Structure and Formation</p> <ul style="list-style-type: none"> 201: Use conjunctions or punctuation to join simple clauses. 301: Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences. 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. <p>Conventions of Usage</p>		

Month	Essential Questions	Assessment	Content & Resources	Skills
		<ul style="list-style-type: none"> • 302:Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. • 501:Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences. • 402:Ensure that a verb agrees with its subject when there is some text between the two. <p>Conventions of Punctuation</p> <ul style="list-style-type: none"> • 503:Use apostrophes to indicate simple possessive nouns. • 201>Delete commas that create basic sense problems (e.g. between verb and direct object). • 301:Provide appropriate punctuation in straightforward situations (e.g. items in a series). • 302>Delete commas that disturb the sentence flow (e.g. between modifier and modified element). • 401:Use commas to set off simple parenthetical phrases. 		

Month	Essential Questions	Assessment	Content & Resources	Skills
		<ul style="list-style-type: none"> 402:Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g. between verb and direct object clause 		

Harlem Renaissance and Poetry

Unit Dates: 2-7 to 4-1	Class: English 1: English Language and Inquiry	Sections: Period 2, Period 5, Period 8
Teachers:		

Unit Description	Course	Length of Unit
Students will honor African-American History month with a unit that focuses on the Harlem Renaissance and prominent African American poets and authors.	Survey of Literature	6 week long unit

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under</p>

Harlem Renaissance and Poetry
Type: Unit Plan

<p>investigation.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How have African-American poets influenced modern day artists?</p>	<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p>	<p>Students will understand the historical context of the poetry of the Harlem Renaissance.</p> <p>SWBAT analyze poetry of the HR and understand and apply poetic literary elements.</p>

	<p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p>	
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	<p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p>	
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	<p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening Comprehension and Collaboration</p>	
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	<p>Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p>	
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	<p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p>ILS</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p>		

<p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>		
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<p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p>		
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<p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening Comprehension and Collaboration</p>		
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Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Strand L Language

Conventions of Standard English

Anchor Standard L.CCR.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Anchor Standard L.CCR.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

<p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Various poems by Langston Hughes, Countee Cullen, Zora Neal Hurston, as well as more modern day African-American poets.</p>	<p>Critical thinking skills Creative writing skills Literary elements</p>	<p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p>

Harlem Renaissance and Poetry
Type: Unit Plan

		<ul style="list-style-type: none"><input type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Project<input type="checkbox"/> Reflective Essay<input type="checkbox"/> Short Answer<input type="checkbox"/> Constructed Response<input type="checkbox"/> Creative Performance or Exhibition<input type="checkbox"/> Essay<input type="checkbox"/> Fill in the Blank<input type="checkbox"/> Graphic Organizer<input type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input type="checkbox"/> Matching<input type="checkbox"/> Multiple Choice<input type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input type="checkbox"/> Performance Task<input type="checkbox"/> Portfolio<input type="checkbox"/> Quiz<input type="checkbox"/> Rubric<input type="checkbox"/> Self Evaluation<input type="checkbox"/> Structured Interview<input type="checkbox"/> Textbook/Workbook Problems<input type="checkbox"/> True/False
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Harlem Renaissance and Poetry
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• note taking• small group instruction• project creation• modeling	Various poems and visual media	

Shakespeare and Romeo & Juliet

Unit Dates: 4-4 to 6-17	Class: English 1: English Language and Inquiry	Sections: Period 2, Period 5, Period 8
Teachers:		

Unit Description	Course	Length of Unit
Students will study Shakespeare's sonnets and the drama of Romeo & Juliet.	Survey of Literature	Unit will last 10-11 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Anchor Standard RL.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>

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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do Shakespeare's poems and dramas endure over		SWBAT analyze Shakespeare's sonnets for style,

<p>time?</p>	<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p>	<p>structure, and theme.</p> <p>SWBAT analyze Romeo & Juliet and compare its themes to modern day events.</p>
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	<p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Anchor Standard RL.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity</p>	
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	<p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p>	
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	<p>Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
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	<p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p>	
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	<p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p>	
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	<p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Anchor Standard L.CCR.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	
ILS		
CC_Common_Core_State_Standar		

<p>ds - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p>		
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Anchor Standard RL.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

RI Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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Integration of Knowledge and Ideas

Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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Range of Reading and Level of Text Complexity

Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Strand W Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p>		
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<p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Anchor Standard L.CCR.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
	Critical thinking skills Analytical language skills Poetic structure skills	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation


Shakespeare and Romeo & Juliet
 Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Small group instruction • Think Pair Share • visual media • audio media • socratic discussion 	Textbook with Sonnets and drama of R&J Various supporting texts.	

English II: American Literature

September


The American Dream

Month	Essential Questions	Assessment	Content & Resources	Skills
FORMATIVE ASSESSMENTS •Scene Questions •Dreamwork Activity •Class Discussions •Journals SUMMATIVE ASSESSMENTS •Quizzes •Tests •Writing Project	•Journals •Modeling •Class Discussions •Utilize a graphic organizer •"The Child's Dream" •Dreamwork Activity •A Raisin in the Sun Movie •Analyze Fantasia's song "I Believe" •Analyze "A Dream Deferred" by Langston Hughes	 •Identify and analyze the conflicts within the Younger family Compare/contrast character motives Identify and explain the elements of plot within a piece of literature •Develop a thesis and support your opinion using a five paragraph essay	1. What is "The American Dream"? 2. Do we have control over our own success? 3. What are some barriers in today's society that may affect the progress of our dreams? 4. Can money buy happiness? 5. What are my dreams for the future? 6. What must happen for "The American Dream" to come true?	People who realize "The American Dream" discover they are in control of their own destiny. •Drama •Conflict •Resolution •Character motives •Setting •Plot •Ambition •"The American Dream" •A Raisin in the Sun Vocabulary •The Writing Process

English II: American Literature

October

The Power of Words

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative Assessments Observations Discussions Exit slips</p> <p>Summative Assessments Completion of a five paragraph essay</p>	<p>Daily writing assignments</p> <p>Socratic Discussions</p> <p>Modeling</p> <p>State your position activity</p> <p>Persuasive graphic organizer</p> <p>Persuasive outline</p> <p>Gallery walk</p>	<p></p> <p>502-Delete material primarily because it disturbs the flow and development of a paragraph</p> <p>502-Identify and correct ambiguous pronoun references.</p> <p>501-Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.</p> <p>601-Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.</p> <p>603-Use an apostrophe to show possession, especially with irregular plural nouns.</p>	<p>How do you make people believe you?</p> <p>What strategies can you use to effectively persuade other people?</p>	<p>In order to be persuasive one must have a focused idea and develop it by using strong supporting evidence.</p> <p>Topic Development</p> <p>Organization, unity and coherence</p> <p>Word choice in terms of style, tone and economy</p> <p>Sentence structure and formation</p> <p>Conventions of usage</p> <p>Conventions of punctuation</p>

English II: American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills

November
Choices

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative Assessments</p> <p>Journal activities</p> <p>Higher order thinking questions</p> <p>Discussions</p> <p>Write a diary for one of the characters</p> <p>Design a movie poster for one of the stories</p> <p>Write a one page "pitch" to a producer explaining why the story would or would not make a great movie.</p>	<p>Group work</p> <p>Identify main idea using a highlighter</p> <p>Individual reading</p> <p>Higher-order thinking questions</p> <p>Journal activities</p> <p>Reader's response</p> <p>Draw a series of pictures illustrating the story or main events of the story</p> <p>Write a diary for one of the</p>	<p>Reading</p> <p>501(Main Idea)-Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>502(Main Idea)-Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>601(Supporting Details)Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>501(MOV)Use context to determine the appropriate</p>	<p>What strategies can I use to make good choices?</p> <p>How do the choices I make affect me?</p> <p>How does the author's purpose help us understand the text?</p>	<p>The choices that you make as a teen will influence the rest of your life.</p> <p>To determine author's purpose we look for main idea and supporting details</p> <p>Characterization Main Idea Supporting Details Author's Purpose</p> <p>Key Terms Inference Main Idea</p>

English II: American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Summative Assessment I will give students various choices and they can choose which one they want to do for their summative assessment</p> <ul style="list-style-type: none"> • Draw a series of pictures illustrating the story or main events of the story • Draw a timeline for major events in the story • Create an individual or class collage around themes or characters in the book. • Movie previews always offer a quick sequence of the best moments that make us want to watch it – storyboard or narrate the scenes for your trailer. Focus on verbs. • Create a collage around themes or characters in the book. 	<p>characters</p> <p>Design a movie poster for one of the stories</p> <p>Draw a timeline for major events in the story</p> <p>Various anchoring activities for differentiated instruction</p> <p>Write a one page "pitch" to a producer explaining why the story would or would not make a great movie.</p> <p>Students gather in groups to discuss the text and then report out to the class for full-class discussion.</p> <p>Create an individual or class collage around themes or characters in the book.</p> <p>Movie previews always offer a quick sequence of the best moments that make us want to watch it – storyboard or narrate the scenes for your trailer. Focus on verbs.</p> <p>Create a collage around themes or characters in the book.</p>	<p>meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Writing 301 (Topic Development)- Identify the basic purpose or role of a specified phrase or sentence</p>		<p>Supporting Details Interpretation</p>

English II: American Literature


December
Who Am I?

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>FORMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> •Class Discussions •Quizzes •Writing Workshops •Grammar Assignments 	<ul style="list-style-type: none"> •Class Discussions •Read excerpts from various autobiographies and biographies •Write various short essays about certain aspects of their life •Research a role model 	<p>Draw generalizations and conclusions about people, ideas and so on in more challenging passages</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>	<ol style="list-style-type: none"> 1. Who are we? 2. Who would we like to be? 3. How do we discover who we are? 4. To what extent does our past influence the way we are today? 	<ul style="list-style-type: none"> •Prewriting •Brainstorming •Revising •Editing •Autobiography •Biography
<p>SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> •Final Autobiography Project 	<ul style="list-style-type: none"> •Oral presentation •Mini lesson on combining sentences (Language Network) •Mini lesson on revising redundant phrases •Mini lesson on using apostrophes to show possession •Mini lesson on past and past participle forms 	<p>Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of.</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns.</p>		

English II: American Literature

January

Beauty is in the Eye of the Beholder

Month	Essential Questions	Assessment	Content & Resources	Skills
Quizzes	Journal entries		What are the common poetic devices?	Couplet
Test	Grammar worksheets	Benchmark 1.C.4b Explain and justify an interpretation of a text		Haiku
Poetry definition	Reader's response	Benchmark 1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	What are the different types of poems?	Free Verse
Exit slips	Gallery walk			Stanza
Observations	Brave New Voices Video		What is the difference between poetry and prose?	Rhyme
Class poem	Poetry scavenger hunt	Benchmark 1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	Why do poets "talk in code" or have a	Sonnet
Final poetry project	Oral Presentation		What is the purpose of reading or writing poetry?	Alliteration
	Various poetry assignments	Benchmark 2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.	What defines a piece of writing as poetry?	Simile
			Is there a right or wrong way to interpret poetry?	Metaphor
			How can I interpret and explain the complex language of poetry?	Personification
				Onomatopoeia

Beauty is in the Eye of the Beholder
Type: Unit Plan

Beauty is in the Eye of the Beholder

Unit Dates: 1-24 to 3-4	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
In this unit students will learn about the elements of poetry while analyzing poems. Students will gain a greater appreciation for the art of poetry. This unit will require students to read various poems by a variety of authors as well as write their own poems. Students will be responsible for completing a several assignments and poetry readings within this unit. This unit will also contain a few mini grammar lessons. There will be a cumulative project at the end of this unit that will allow students to demonstrate their understanding of various poetic devices while using the analytical skills they have gained to compose their own poems.	American Literature	4 Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>

Beauty is in the Eye of the Beholder
Type: Unit Plan

speaking to support conclusions drawn from the text.
Grade Level Standard 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.
Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What is the purpose of reading or writing poetry?</p> <p>What defines a piece of writing as poetry?</p> <p>What are the common poetic devices?</p> <p>Is there a right or wrong way to interpret poetry?</p>	Standards are Above	<p>Identify historically significant poets and compare the form and devices used.</p> <p>Literary Response and Analysis - Students read and respond to historically or culturally significant works of literature that reflect and enhance history and social science. They clarify the ideas and connect them to other literary works.</p> <p>Analyze the use of rhetorical devices</p>
<p>ILS</p> <p>Standards are Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Chicago by Carl Sandburg</p> <p>Adolescence----III by Rita Dove</p> <p>To My Dear and Loving Husband by Anne Bradstreet</p> <p>Upon the Burning of My House by Anne Bradstreet</p> <p>Langston Hughes</p>	<p>Uses poetic devices and figurative language to add complexity and connotative meaning to the poem</p> <p>Exhibits higher level thinking and originality</p> <p>Uses precise, concrete and active word choice to create mood/tone</p> <p>Uses various sentence structures to create flow and pacing</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p>

Beauty is in the Eye of the Beholder
Type: Unit Plan

	<p>Utilizes sensory detail writing and figurative language to add color and vivacity to writing</p> <p>Self-monitors and self-corrects grammar and writing conventions</p>	<input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Journal Entries • Grammar Worksheets • Reader's Response • Gallery Walk • Brave New Voices Video • Poetry Scavenger Hunt • Oral Presentation • Various Poetry Assignments 	<p>Materials</p> <p>Poetry Worksheets</p> <p>Brave New Voices Video</p> <p>Grammar Worksheets</p> <p>Jeopardy Poetry Game</p>	<p>Critical Vocabulary</p> <p>Couplet</p> <p>Haiku</p> <p>Free Verse</p> <p>Stanza</p> <p>Rhyme</p>

Beauty is in the Eye of the Beholder
Type: Unit Plan

		Sonnet Alliteration Simile Metaphor Personification Onomatopoeia
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Choices
Type: Unit Plan

Choices

Unit Dates: 2-28 to 3-25	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
It is important that students are exposed to many different aspects of writing. The short story is a very manageable segment of writing. This unit gives students a chance to cultivate writing skills in a creative way. This unit also enhances students' analytical skills by identifying the various elements contained within the short story. Students will read short stories that are centered on the choices that teens are sometimes forced to make.	American Literature	4 Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p>
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Choices
Type: Unit Plan

<p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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> <p>W.9-10.1.d 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.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Grade Level Standard 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.9-10.2.a 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>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What strategies can I use to make good choices?</p> <p>How do the choices I make affect me?</p> <p>How does the author's purpose help us understand the text?</p>	<p>Standards Are Above</p>	<p>By the end of this unit students will have:</p> <p>Been exposed to the elements of the short story.</p> <p>Further developed functional writing skills in accordance with their ability.</p> <p>Read a selection of short stories.</p> <p>Had experience in creatively writing a short story.</p>

Choices
Type: Unit Plan

		An understanding of how the choices they make as teens will inevitably affect their future
ILS		
Standards are Above		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>The choices that you make as a teen will influence the rest of your life.</p> <p>To determine author's purpose we look for main idea and supporting details</p> <p>Characterization Main Idea Supporting Details Author's Purpose</p> <p>Key Terms Inference Main Idea Supporting Details Interpretation</p>	<p>Evaluate mainidea for author's purpose Identify author's purpose in a short story</p> <p>Analyze elements of a short story to identify theme</p> <p>Compose a short story that includes most of the short story element</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input checked="" type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p>

Choices
Type: Unit Plan

		<input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> • Group Work • Identify Main Idea using a Highlighter • Individual Reading • Journal Activities • Reader's Response • Draw a series of pictures illustrating the story or main events of the story • Write a diary for one of the chracters • Design a movie poster for one of the stories • Design a timeline for major events in the story • Write a one page to a producer explaining why the story would or would not make a great movie • Students gather in groups to discuss the text and then report to the class for full class discussion • Create an individual or class collage around themes or characters in the story • Movie previews always offer a quick sequence of the best moments that make us want to watch it – storyboard or narrate the scenes for your trailer. Focus on verbs. • Create a collage around themes or characters in the book. 	<p>Short Stories</p> <p>Quizzes</p> <p>Journals</p> <p>Assignment/Project Guidelines</p> <p>Assignment/Project Rubric</p> <p>Art Supplies</p>	<p>Exposition</p> <p>Plot</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Characterization</p> <p>Point of View</p> <p>Theme</p>

Character Education/Composition

Unit Dates: 3-28 to 4-15	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
This unit prepares students to utilize information that is presented in various types of nonfiction material.	American Literature	Three Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p> <p>Anchor Standard R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor Standard R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>

<p>speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p> <p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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>Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Grade Level Standard 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.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.b 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> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Grade Level Standard 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>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How does the selection and use of information lead to better understanding and broader perspectives on a variety of issues?</p> <p>What are the characteristics and purpose of non-fiction?</p>	Standards are Above	<p>Identify and explain several non-fiction genres</p> <p>Identify the 5 w's (who, what, when, where, why) within non-fiction texts</p>
<p>ILS</p> <p>Standards are Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Nonfiction</p> <p>Informational text</p> <p>Biography/Autobiography</p> <p>Reference text</p> <p>How to/Procedural text</p>	<p>Identify and analyze literary elements</p> <p>Write responses that contain support</p> <p>Analyze plot and complete a Freytag diagram</p> <p>Distinguish between fact and fiction</p> <p>Use reading strategies before, during and after reading to improve comprehension</p> <p>Recognize and describe patterns in writing.</p> <p>Revise predictions based on what you read</p> <p>Make connections--text-to-text, text-to-self, text to world</p> <p>Identify and apply FAT-P (form, audience, topic, purpose) during the prewriting stage.</p> <p>Write an effective introductory paragraph for a variety of purposes and audiences</p> <p>Identify and analyze indirect and direct character traits</p> <p>Use text features to locate information quickly and with ease</p> <p>Identify and explain author's tone</p> <p>Apply vocabulary in context</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input checked="" type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input checked="" type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input checked="" type="checkbox"/> Graphic Organizer</p> <p><input checked="" type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p>

		<input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Review/Check for prior knowledge • Direct instruction • Guided Practice • Independent practice • Modeling • Group/individual instruction • Bloom's questioning • Graphic organizers • Cooperative learning • Critiquing activities 	<p>Materials</p> <p>The Language of Literature *Stride Toward Freedom by Martin Luther King (Pg. 300) *Protect Ourselves by Malcolm X (Pg. 305)</p> <p>Informational articles</p> <p>Magazines</p> <p>Newspapers</p>	<p>Critical Vocabulary</p> <p>Predict</p> <p>Verify</p> <p>Support</p> <p>Revise</p> <p>Fact</p> <p>Opinion</p> <p>Claim</p> <p>Distinguish</p> <p>Prove</p>

Novel
Type: Unit Plan

Novel

Unit Dates: 4-25 to 5-27	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
<i>The Bluest Eye</i> explores the devastating effects of the cyclical nature of racism. This novel needs to be taught in order for students to understand how literature relates to their lives. The connection between the pages of the novel into their own world can only be made with the emotional and incredibly moving scenes that have been challenged.	American Literature	4 Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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>

Novel
Type: Unit Plan

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do we determine beauty? What is beauty?</p> <p>How are people treated based on their appearance? Why do we treat people differently?</p> <p>Why do we tell stories?</p> <p>What heroism can be found in acceptance?</p>	<p>Standards Are Above</p>	<p>How standards of beauty and acceptance are determined on our society.</p> <p>The plot and characters of <i>The Bluest Eye</i>.</p>
<p>ILS</p> <p>N/A</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Literal and inferential comprehension.</p> <p>Point of view</p> <p>Tone</p> <p>Figurative language</p>	<p>Evaluate media messages and create a public policy to address a society issue.</p> <p>Analyze the effect of beauty and acceptance in our culture.</p> <p>Synthesize ideas from various sources to create a position paper.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p>

Novel
Type: Unit Plan

<p>Figurative language</p> <p>Plot</p> <p>Drawing conclusions</p> <p>Grammar and mechanics of standard American English</p> <p>The Writing Process</p>		<input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> Bloom's Taxonomy 	<p>The Bluest Eye Novel</p>	<p>The Bluest Eye Vocabulary</p>

Novel
Type: Unit Plan

<ul style="list-style-type: none">• Socratic Questioning• Chunk-Chew-Check For Understanding• Think-Pair-share• No opt out	Discussion Questions Assignment Handouts	
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Expository Essay

Unit Dates: 5-30 to 6-10	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
This unit will prepare students for writing college essays. They will be expected to choose a topic and write an expository essay on it. This unit will be centered on the writing process. We will use the Step Up To Writing Program as tool. In addition, students will be required to type their essay. They will receive a rubric that outlines each requirement.	American Literature	Two Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Grade Level Standard 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.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics</p>
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Expository Essay
Type: Unit Plan

<p>(e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.b 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.9-10.2.c 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.9-10.2.f 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).</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Grade Level Standard L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do I remain objective when writing an expository essay?</p> <p>How can I incorporate correct grammar conventons in my writing?</p>	<p>Standards are Above</p>	<p>To guide students through the process of composing a five paragraph expository essay.</p> <p>To give students the basic skeleton of an essay with an understanding that they will add to and individualize this structure as they become more developed writers.</p> <p>To take students through the writing process of brainstorming, drafting, editing, and finalizing.</p> <p>To teach students how to form an introduction, thesis statement, supporting paragraphs, and a conclusion.</p> <p>To teach them how to transition between paragraphs.</p>
<p>ILS</p> <p>Standards are Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Introduction</p> <p>Thesis</p>	<p>Write to express a viewpoint</p> <p>Synthesize ideas from different sources</p> <p>Utilize transitions to connect ideas and paragraphs</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p>

Expository Essay
Type: Unit Plan

<p>Support for position</p> <p>Evidence/Examples</p> <p>Conclusion</p>	<p>Use correct grammar, spelling, punctuation, capitalization and structure</p> <p>Organize ideas with unity and coherence</p> <p>Develop ideas with supporting details</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
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Expository Essay
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• Direct instruction• Investigate/Observe• Modeling• Guided Practice• Independent Practice• Utilize Graphic Organizers• Step UP To Writing Program	Step Up To Writing Tools Essay topics Rubric Technology	Thesis statement Introduction Main points Conclusion

English IV: World Literature

September

Meeting the Challenge

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Expressing Your Ideas</p> <p>Writer's Notebook</p> <p>Literary Focus</p> <p>Vocabulary Study</p>	<p>Expository Writing</p> <p>Journal prompts</p> <p>Characterization</p> <p>Research</p> <p>Concept Maps</p>	<p>Find main ideas and supporting details</p> <p>Write focused paragraphs</p> <p>Punctuate quotations from literature</p> <p>Analyze cause and effect</p> <p>Illinois Learning Standards:</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p>	<p>How are the pursuits of individual goals influenced by a larger cultural context?</p>	<p>Concept: Reading a short story</p> <p>Short stories expository writing</p> <p><i>Things Fall Apart</i></p> <p><i>Master Harold...and the Boys</i></p> <p><i>"Telephone Conversations"</i></p> <p>Key Terms: <i>Expository</i> <i>Plot</i> <i>Setting</i> <i>Theme</i> <i>Characters</i> <i>Pt. of View</i> <i>Proverbs</i></p>

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Reading: column 1- main ideas column 2- supporting details column 3- sequencing, comparisons, cause/effect column 4- meanings of words column 5- generalizations and conclusions</p> <p>Writing: column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

October

Trying to Beat the Odds

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas Writer's Notebook Literary Focus Vocabulary Study	Expository Writing Journal prompts Characterization Research Concept Maps	<p>Find main ideas and supporting details</p> <p>Write focused paragraphs</p> <p>Punctuate quotations from literature</p> <p>Analyze cause and effect</p> <p>Illinois Learning Standards:</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p>	<p>How can individuals succeed through their wits or by sheer luck to beat the odds?</p>	<p>Concept: Reading a short story</p> <p>Short stories</p> <p>Persuasive writing</p> <p><i>Like Water for Chocolate</i> or work by Isabel Allende</p> <p>"The Handsomest Drowned Man in the World" Gabriel Garcia Marquez</p> <p>poems using both Octavio Paz and Pablo Neruda</p> <p>Key Terms: Plot Setting Flashback Mood Conflict Symbolism</p>

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Writing:</p> <p>column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

November

Dealing with Consequences

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas	Expository Writing	Find main ideas and supporting details	What examples in literature illustrate that people act without considering the consequences?	Concept: Reading a short story
Writer's Notebook	Journal prompts	Write focused paragraphs		short stories
Literary Focus	Characterization	Punctuate quotations from literature		poems
Vocabulary Study	Research	Analyze cause and effect		expository writing
	Concept Maps			selections from
		Illinois Learning Standards:		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p>		<p><i>Epic of Gilgamesh</i></p> <p><i>Life of Pi</i></p> <p><i>Teacher's Choice of Hebrew lit: Flood Story, "Book of Ruth," "Book of Job," or "David and Goliath"</i></p> <p>Key Terms: Irony Mood Conflict Inference</p>

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Writing:</p> <p>column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

December

Making Judgements

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas	Write realistic dialogue	Use parallel structure	How are our lives at the mercy of those who judge us?	<p>Concept: Reading a play</p> <p>Plays Essays Narrative Writings Short Stories</p> <p><i>"Twelve Angry Men"</i> <i>"The Aeneid"</i></p> <p>Key Terms: Protagonist Antagonist Allusion Personify</p>
Writer's Notebook	Analyze timelines	Correct use of adjectives and adverbs		
Literary Focus	Expository Writing	Explore stereotypes		
Vocabulary Study	Journal prompts			
	Characterization	Illinois Learning Standards:		
	Research	State standard 1: read with understanding and fluency		
	Concept Maps	State standard 2: read and		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure</p>		<p>Interactions</p>

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading:</p> <p>column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p> <p>Writing:</p> <p>column 1- expressing judgment</p> <p>column 2- focusing on a topic</p> <p>column 3- developing a position</p> <p>column 4- organizing ideas</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		column 5- using language		

January

Beneath the Surface

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas	Write realistic dialogue	Use parallel structure	Do you rely on first impressions or base judgement on second thoughts?	Concept: Reading a play plays short stories essays poems Key Terms: Type Casting Farce Tone Plot (conflict, climax, resolution) Puns Narrator Foreshadowing
Writer's Notebook	Analyze timelines	Correct use of adjectives and adverbs		
Literary Focus	Expository Writing	Explore stereotypes		
Vocabulary Study	Journal prompts			
	Characterization			
	Research			
	Concept Maps			
		Illinois Learning Standards: State standard 1: read with understanding and fluency State standard 2: read and understand literature representative of various societies, eras, & ideas State standard 3: write to communicate for a variety of purposes State standard 4: listen and speak effectively in a variety of situations State standard 5: use the		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Reading: column 1- main ideas column 2- supporting details column 3- sequencing, comparisons, cause/effect column 4- meanings of words column 5- generalizations and conclusions</p> <p>Writing: column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

Latino Literature

Unit Dates: 1-3 to 2-7	Class: English IV: World Literature	Sections: World Literature
Teachers:		

Unit Description	Course	Length of Unit
Through Hispanic literature, students have an opportunity to discover how others have resolved conflicts, internal and external, and to evaluate the impact of personal decisions. The lessons incorporate real-life conflicts facing adolescents today.	World Literature	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Craft and Structure</p> <p>Anchor Standard R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or</p>

speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Craft and Structure

Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard 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.

Range of Reading and Level of Text Complexity

Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade Level Standard 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. 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Does your neighborhood define you?		Identify and make predictions about characters
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Novel- House on Mango Street	<p>Identify and respond to literary elements</p> <p>Write focused paragraphs</p> <p>Punctuate quotations from literature</p> <p>Analyze themes</p> <p>Make predictions</p>	<p><input type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p>

Latino Literature
Type: Unit Plan

		<input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • positive framing • what to do • Q.A.R. • 100% 	<p>Materials</p> <p>Novel- House on Mango Street</p> <p>Graphic Organizers</p>	<p>Critical Vocabulary</p> <p>criticism</p> <p>interpretation</p> <p>memoir</p> <p>vignette</p>

African-American Women in Literature

Unit Dates: 2-1 to 2-28	Class: English IV: World Literature	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
The purpose of this unit will be not only to show the viewpoints of women in history but specifically African American women throughout the history of the United States. By looking at the varying issues of these minority women and exploring the social and historical context in which they wrote, the student will be able to gain an intricate understanding of not only of different genres of literature but also of the emotional and social implications of the written text. By deeply examining the text and its cultural context, the students will learn to better analyze future texts. In this unit, the student will also be discussing the texts through written and oral arguments in order to explore their own beliefs and thoughts about the struggles and arguments of the women we are discussing.	World Literature	Four Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Strand W Writing</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
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CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand R Reading

RL Literature

Key Ideas and Details

Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Craft and Structure

Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade Level Standard 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.

Range of Reading and Level of Text Complexity

Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade Level Standard 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. 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.

Strand W Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard 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.

W.11-12.1.a 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.

Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade Level Standard 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.

W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What is your everyday life like as an American?</p>		<p>Communicates effectively through printed, visual, and auditor media in the home, school and community.</p> <p>Thinks analytically and creatively about important themes, concepts and ideas.</p> <p>Uses the English language arts to identify and solve problems</p> <p>Uses the English language arts to understand and appreciate the commonalities and differences in social and cultural communities.</p>

		<p>Understands and appreciates the aesthetic elements of written text.</p> <p>Uses the English language arts to develop insights about human experiences.</p> <p>Uses the English language arts to develop the characteristics of lifelong learners, such as curiosity, persistence, flexibility, and reflection; and, connects knowledge from all curriculum areas to enhance understanding of the world.</p>
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Biography of Sojourner Truth</p> <p>"Ain't I A Woman": Speech by Truth</p> <p>Biography of Phyllis Wheatley</p> <p>Phyllis Wheatley's "On Being Brought from Africa"</p> <p>Biography of Gwendolyn Brooks</p> <p>"the mother" by Brooks</p> <p><u>Colony</u> by Rick Wernli</p> <p>List Poems</p> <p>Class Blog</p> <p>Biography of Zora Neal Hurston</p> <p>Zora Neale Hurston's "Harlem Slang"</p> <p>Author Study</p>	<p>research the lives of various African American women writers.</p> <p>compare the lifestyles, attitudes, and freedoms of black women throughout history.</p> <p>list two similarities and two differences between a poem and a speech.</p> <p>compose his/her own critical, persuasive speech or poem.</p> <p>identify and discuss the differences in tone between Wheatley, Truth, and Brooks by considering their place in society as women and African Americans.</p> <p>write a poem or speech creatively portraying his/her own concerns and criticisms of how society treats his/herself or others.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p>

		<input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Display poetry and speeches of various writers on PowerPoint presentation. Provide handouts of works to be discussed Have students practice and perform orally speeches and original works. Utilize an internet lesson in which the student will research the writers' lives, read assigned texts, and submit homework via internet Utilize an inquiry lesson in which students must analyze historical contexts of writers Lead Socratic seminar and debates to provoke students own thoughts and reactions to the issues raised in the women's speeches and poetry. 	<p>Materials</p> <p>PowerPoint, handouts, computer access for students' research, DVD for viewing presentations.</p>	<p>Critical Vocabulary</p> <p>Blog</p> <p>List Poem</p> <p>Conflict / Internal & External</p> <p>Culture</p>

Shakespeare
Type: Unit Plan

Shakespeare

Unit Dates: 3-1 to 4-8	Class: English IV: World Literature	Sections: World Literature
Teachers:		

Unit Description	Course	Length of Unit
The enigmatic qualities of Shakespeare's Prince Hamlet make this drama an appropriate choice for high school students who can evaluate and analyze the complexity of Hamlet's situation, his motivations, and the choices and decisions he makes. Once students are aware of Hamlet's tragic story, they are compelled to learn what he decides to do and the consequences of his decisions.	World Literature	Five Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Strand SL Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Strand L Language</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
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Shakespeare
Type: Unit Plan

CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand R Reading

RL Literature

Key Ideas and Details

Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Craft and Structure

Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard 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.

RI Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Strand W Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard 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.

W.11-12.1.b 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.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Level Standard 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.

W.11-12.3.a 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Which decisions I make today will affect me for my entire life?</p> <p>How do I develop a realistic plan for the future?</p> <p>How can I invent new opportunities?</p> <p>How will knowing how decisions are made help me plan for my life?</p>		<ol style="list-style-type: none"> 1. Students read, write, speak, listen, and view to construct meaning of written, visual, and oral text. 2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts including the use of technology. 3. Students use language in visual, oral, written, and performance-based forums. 4. Students write in the four modes of discourse

Shakespeare
Type: Unit Plan

		(description, narration, exposition, and persuasion) for various purposes and audiences. 5. Students examine, understand, and respond to a variety of literature from diverse cultures and historical periods. 6. Students employ processes that encourage them in becoming independent, life-long learners in English Language Arts.
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Reading Plan</p> <ul style="list-style-type: none"> • Read a scene. • Form a group of 4 students. • Each student will complete one task for the scene. • Label a piece of paper with your name, the act and scene, and your task. <p>Summary</p> <p>Write a short summary of the important aspects of the scene in bulleted form. Include a bullet point for each important aspect of the scene (approximately 4 bullets).</p> <p>Questions</p> <p>Write questions that would guide a student towards an understanding of each of the important aspects of the scene (approximately 4 bullets).</p> <p>Quotes</p> <p>Choose, copy, and explain quotes that represent each of the important aspects of the scene (approximately 4 bullets).</p> <p>Character Analysis</p> <p>Write down the characters' names, who they are, and what their role is in the scene. Be sure to cover all the</p>	<p>Critical reading, critical thinking, using textual support, cooperative learning, vocabulary, note taking, journals, short answer, essay writing, creative writing, response.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract

Shakespeare
Type: Unit Plan

<p>important aspects of the scene (approximately 4 bullets).</p> <p>Hamlet Video Journal</p>		<input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Chapter Questions, Journal Entries, Projects, Literature circles, Group work, Presentations, Assignments and Activities 	<p>Materials</p> <p>Hamlet - Shakespeare</p> <p>Video version of Hamlet</p> <p>Reading questions for text</p>	<p>Critical Vocabulary</p> <p>Tragedy</p> <p>Comedy</p> <p>Foil</p> <p>Chorus</p> <p>Prologue</p> <p>Soliloquy</p> <p>Monologue</p> <p>Aside</p> <p>Tragic Hero</p>

Asian Literature

Unit Dates: 4-4 to 4-29	Class: English IV: World Literature	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
<p>This four-week unit will focus on metaphor, symbolism and also the historical, cultural and (or) social background of <i>The Joy Luck Club</i>. The students will learn what metaphor and symbolism are and eventually use one or the other in a short story of their own. The students will also delve into the cultural, social and possibly historical background of the selected novel and eventually write an opinion-based paper on a selected element. This unit will involve an intense amount of journal writing, eventually one research paper and one metaphor or symbolism paper. I feel that this unit and my particular approach is important because from my experience students are not exposed to the cultural and or social background of novels particularly when the subject matter is intense or sensitive. It is my belief that the more students are exposed to reality, such as the horrors that Chinese women live through it will allow and even foster their ability to be empathetic individuals.</p>	World Literature	Four Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

<p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Craft and Structure</p> <p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Grade Level Standard 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.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Which decisions that I make today will affect my entire life?</p> <p>What can I do right now that will make my entire life better?</p>		<p>How to identify and use symbolism</p> <p>How to identify and use metaphor</p> <p>How to identify the author's intent</p> <p>How to take into consideration the background of the literature in order to understand it</p>
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p><u>Joy Luck Club</u> - Amy Tan</p> <p>Discussion Questions</p> <p>Journal Prompts</p> <p>Web Quest</p> <p>Group Discussion</p>	<p>Discuss the major themes in the novel</p> <p>Point out the significance of the title of the novel; title of the four parts of the novel; and title of the sixteen vignettes</p> <p>Discuss Chinese beliefs and culture as presented in the text</p> <p>Define a myth</p> <p>Discuss the parables presented at the beginning of each part o the text; identify and state the generalization each parable makes about life</p> <p>Identify the theme of each part of the novel and relate it to the theme of each part</p> <p>Discuss the additional generalizations made about life form the text</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input checked="" type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Self Evaluation</p>

Asian Literature
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Daily discussions for each chapter of the novel; Group lead chapter discussions; Writing a short story using elements of metaphor or symbolism; The students will journal on a daily basis 	<p>Materials</p> <p>Student copies of <i>The Joy Luck Club</i> by Amy Tan Journal or notebook</p>	<p>Critical Vocabulary</p> <p>Narrator Theme Symbolism Metaphors Conflict / Internal & External Myth Parable</p>

Arthurian Legends
Type: Unit Plan

Arthurian Legends

Unit Dates: 5-2 to 6-17	Class: English IV: World Literature	Sections: World Literature
Teachers:		

Unit Description	Course	Length of Unit
Answering the call to heroism used to be straightforward-heros were knights and knights were the heroes. More recently, we find heroes in many unexpected places. This unit explores all kinds of heroes who answered the call.	World Literature	Six Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Craft and Structure</p>
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Arthurian Legends
Type: Unit Plan

<p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Grade Level Standard 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. 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>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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>Craft and Structure</p> <p>Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Grade Level Standard 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>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What does it mean to be human?</p> <p>Where do we draw the line between what is human, what is superhuman, and subhuman?</p>		<p>Define what good government is.</p> <p>Analyze the proper place and use of science and the abstract disciplines.</p> <p>Explain the value of tradition.</p> <p>Illustrate the function of religion.</p> <p>Question the values of reason.</p> <p>Acknowledge the limits of reason.</p>
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Introduction and Author Information	identify and list facts about the author Jonathan Swift.	<input type="checkbox"/> Formative

Arthurian Legends
Type: Unit Plan

<p>Gulliver is shipwrecked in Lilliput Amusements in Lilliput and a Visit to the Capital City The Invasion of Lilliput and the Laws and Customs of Lilliput Escape to Blefescu and Return to Native Country Gulliver is Captured in Brobdingnag Gulliver at the Royal Court and a Description of the Country More Adventures and Gulliver Shows His Skills Gulliver Returns to England Final Assessment</p>	<p>answer comprehension questions about <i>Gulliver's Travels</i>. complete a crossword puzzle with vocabulary words and definitions identify different statements as either fact or opinion. identify the main characters, setting, and plot in part one of <i>Gulliver's Travels</i>. recognize and match cause and effect relationships in the story <i>Gulliver's Travels</i>. complete a word search with vocabulary words from <i>Gulliver's Travels</i>. compare and contrast two (2) of Gulliver's adventures in the text. place the events from the story in the correct order. identify correct answers to multiple choice and matching questions. write correct responses to short answer questions</p>	<p><input type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems</p>
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Arthurian Legends
Type: Unit Plan

		<input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives Compare a film, video, or stage version of a literary work with the written version Read literary texts aloud to convey an interpretation of the work Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism Interpret multiple levels of meaning and subtleties in text 	<p>text Gulliver's Travels - Jonathon Swift</p> <p>Video Version of text</p> <p>Discussion Questions</p> <p>Summaries</p>	<p>expedient</p> <p>recapitulate</p> <p>zenith</p> <p>appellation</p> <p>intrepidity</p> <p>ignominious</p> <p>perused</p> <p>delineate</p> <p>imputed</p> <p>diminutive</p> <p>disapprobation</p>

African American Literature

September

The Sounds of Slavery

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Compare and Contrast</p> <p>Linking Past and Present</p> <p>Conducting Research</p> <p>Then and Now</p> <p>Evaluating Primary Resources</p>	<p>Ask students to compare the slave narratives to the Foster songs. How does each present slavery and slave life? (Think-Pair Share)</p> <p>Ask students to investigate the controversy around Foster’s minstrel songs and present a brief report, analyzing the arguments of each side. (Cooperative groups)</p> <p>Compare Stephen Foster’s minstrel songs, to some rap music of today and ask students to compare how the songs present African-American culture. (some suggestions for non-profane rap songs are: Kanye West- “Touch the Sky.” Public Enemy “Fight the Power.” and NWA “Express Yourself”)</p> <p><i>Then and Now:</i> Both "My Old Kentucky Home" and "Old Folks at Home" are state songs (for Kentucky and Florida, respectively). Both have also been revised to remove offensive terminology. Examine the original lyrics and the new lyrics. How have the words changes altered the meanings of the</p>	<p>Determine Important Information</p> <p>Sequence Events</p> <p>Identify and Use Text Features</p> <p>Construct Summaries</p> <p>Making Inferences about text</p> <p>Illinois Learning Standards:</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards</p>	<p>How and why do people use music?</p> <p>How did slaves communicate their story?</p> <p>Do different people use music differently in their lives?</p> <p>How do people express forbidden feelings and desires, such as anger, resentment, or a longing for freedom?</p>	<p>Concept: The hidden messages in songs</p> <p>Slave Spiritual Lyrics</p> <p>Underground Railroad Code Words and Phrases</p> <p>Stephen Foster Minstrel Songs</p> <p>Key Terms:</p> <p>Freedom Song Alerting Song Protest Song Sorrow Song Oral Tradition Verse Chorus Style</p>

African American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
	<p>songs? Find newspaper articles that discuss continuing controversy over the songs. Why do lawmakers still wish to change the state songs of both states?</p> <p>Ask students to write an essay examining one of the slave narratives, discussing how the slave narrative acts as an example (or an exception) to what we know historically about slavery.</p> <p>Students should choose a topic of slave life of interest to them and using resources in this lesson plan, text book and their own reading, present the results of their research to the class. Topic examples include the Underground Railroad, Slave Spiritual Songs, the effect of <i>Uncle Tom's Cabin</i>, the Northern abolition movement and Types of labor done by slaves.</p> <p>Ask the students to examine the covers of sheet music for “Old Black Joe,” “Jump Jim Crow” and “Uncle Ned.” How did these images perpetuate stereotypes about African-Americans? What differences do you find in the lyrics of Stephen Foster’s minstrel songs versus those by other authors? (Journal)</p>	<p>English: column 1 – topic development column 2 – organization, unity, and coherence column 3 – word choice, style, tone, clarity, and economy column 4 – sentences structure and formation column 5 – usage column 6 – punctuation</p> <p>Reading: column 1- main ideas column 2- supporting details column 3- sequencing, comparisons, cause and effect column 4- meanings of words column 5- generalizations and conclusions</p> <p>Writing: column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

African American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills

October
Slavery / Civil War

African American Literature

Month	Essential Questions	Assessment	Content & Resources
Individual participation in class discussions.	Literary analysis-- use of literary elements	Develop a good knowledge of African American literature/writers	What was the Middle Passage?
Collaborative assignments and activities (e.g., exploration of textual details and language).	Study of particular writers	Recognize that literature mirrors life	What were the themes of the Middle Passage
Oral interpretation of selected readings.	Detailed study of particular works	Realize that a work of literature is often related to the events and issues of the times	Who were the early African American poets and what were the themes illustrated in their works?
Writing to learn: in-class writing prompts and selfinitiated response papers.	Group discussion	Compare and contrast effectively, the works of various writers	Who are the other AA writers that demonstrate these themes or what about the plight of this period?
Formal analytical papers.	Comparison of different works	Evaluate how African American writers used literature as a weapon in their fight to gain equal rights	
Original poetry,	Time line of the events of the period	Demonstrate an understanding of works studied	
	Short answer questions	Evaluate works of cultural significance that reflect social, political, or ethical ideas of the time	
	Writing response to various works	Use works studied as as a source of	
	Quiz		
	Assessment of the importance of particular		

African American Literature

Month	Essential Questions	Assessment	Content & Resources
<p>script, and/or story writing. Quizzes and tests on readings and vocabulary. Research paper and/or oral presentation on independent reading, including bibliographic documentation.</p>	<p>works Connecting authors to common themes Identifying salient points Multiple choice questions Making connections- -text to self Quick writes</p>	<p>inspiration to write their own literary works (responding to literature) Analyze the works of selected writers Analytical writing: write well-organized essays incorporating textual evidence and critical theory Illinois Learning Standards: State standard 1: read with understanding and fluency State standard 2: read and understand literature representative of various societies, eras, & ideas State standard 3: write to communicate for a variety of purposes State standard 4:</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5-</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		generalizations and conclusions Writing: column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language	

November
Renaissance

Month	Essential Questions	Assessment	Content & Resources
Responding to literary works Answering guided	Matching authors with their works Writing	Analyze the strategies used by black writers during the Harlem Renaissance	Who emerges as leaders of the African American freedom movement and what are the characteristics of their

African American Literature

Month	Essential Questions	Assessment	Content & Resources
<p>questions</p> <p>Evaluating how writers reflect each other</p> <p>Writing essays</p> <p>Text to self exercises</p> <p>Quiz</p> <p>Short answer questions</p> <p>Making a Timeline of the Period</p>	<p>short essays on different authors</p> <p>Quiz</p> <p>Assessing the Importance of different authors</p> <p>Seeing how writers respond to the events of their times</p> <p>Short answer questions</p>	<p>Show a detailed understanding of the works studied</p> <p>Evaluate works of political, social and cultural significance</p> <p>Identify common themes</p> <p>Compare the works of various writers</p> <p>Illinois Learning Standards:</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p>	<p>literature?</p> <p>How did early African American spirituals (known as Negro Spirituals) reflect themes of African American life?</p> <p>How do emerging artists compare in style and approach?</p>

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing,</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p> <p>Writing:</p> <p>column 1- expressing judgment</p> <p>column 2- focusing on a topic</p> <p>column 3- developing a position</p> <p>column 4- organizing ideas</p> <p>column 5- using language</p>	

Invisible Man
Type: Unit Plan

Invisible Man

Unit Dates: 2-1 to 4-29	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
As the narrator of Invisible Man struggles to arrive at a conception of his own identity, he finds his efforts complicated by the fact that he is a black man living in a racist American society. Throughout the novel, the narrator finds himself passing through a series of communities, from the Liberty Paints plant to the Brotherhood, with each microcosm endorsing a different idea of how blacks should behave in society. As the narrator attempts to define himself through the values and expectations imposed on him, he finds that, in each case, the prescribed role limits his complexity as an individual and forces him to play an inauthentic part.	Students will have the opportunity to grasp a greater understanding of various social issues within the AA communities through the use of literature.	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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>W.11-12.1.a 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>W.11-12.1.b 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>
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Invisible Man
Type: Unit Plan

W.11-12.1.c 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.
W.11-12.1.d 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.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is racism used as an obstacle to individuals' identity; the limitations of ideology; the danger of fighting stereotype with stereotype?	26 Identify clear main ideas or purposes of complex passages or their paragraphs	SWBAT understand the use of theme and motif within a literary devise.
ILS 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Rural south- foreshadowing	Understanding the usage of : theme prologue motif symbolism social racism	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank

Invisible Man
Type: Unit Plan

		<input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Motifs • Foreshadow • Theme • Author's Purpose • Third person omniscient 	<p>Materials</p> <p>Invisible Man novel Computers LCD projectors</p>	<p>Critical Vocabulary</p> <p>encapsulate invisibility</p>

Harlem Renaissance

Unit Dates: 3-1 to 3-31	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
Students will partake of the following activities as they learn about the impact of the Harlem Renaissance upon the AA culture: Responding to literary works Answering guided questions Evaluating how writers reflect each other Writing essays Text to self exercises Quiz Short answer questions Making a Timeline of the Period	The purpose of the course is educate students about the influence of the Harlem Renaissance within the AA culture.	4 weeks

Standards

CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand W Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard 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.

W.11-12.1.a 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.

W.11-12.1.c 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.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Level Standard 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.

W.11-12.3.a 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.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c 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).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Research to Build and Present Knowledge

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9.a 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”).

W.11-12.9.b 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]”).

Strand SL Speaking and Listening

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade Level Standard 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 of formal and informal tasks.

Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Who emerges as leaders of the African American freedom movement and	English:	SWBAT understand how the leaders of the African American community pushed for a freedom movement their the various genres of literature.

Harlem Renaissance
Type: Unit Plan

<p>what are the characteristics of their literature?</p> <p>How did early African American spirituals (known as Negro Spirituals) reflect themes of African American life?</p> <p>How do emerging artists compare in style and approach?</p>	<p>column 1 –topic development</p> <p>column 2 –organization, unity, and coherence</p> <p>column 3 –word choice, style, tone, clarity, and economy</p> <p>column 4 –sentences structure and formation</p> <p>column 5 –usage</p> <p>column 6 –punctuation</p> <p>Reading:</p> <p>column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p> <p>Writing:</p> <p>column 1- expressing judgment</p>	
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Harlem Renaissance
Type: Unit Plan

	<p>column 2- focusing on a topic</p> <p>column 3- developing a position</p> <p>column 4- organizing ideas</p> <p>column 5- using language</p>	
<p>ILS</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>The Harlem Renaissance</p>	<p>Analyze the strategies used by black writers during the Harlem Renaissance</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p>

Harlem Renaissance
Type: Unit Plan

<p>A new identity</p>	<p>Show a detailed understanding of the works studied</p>	<p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p>
<p>The Great Migration</p>	<p>Evaluate works of political, social and cultural significance</p>	<p><input type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p>
<p>A Community of black writers and Artists- Langston Hughes, Claude McKay</p>	<p>Identify common themes</p> <p>Compare the works of various writers</p>	<p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p>
<p>Dilemma of the black artist</p>		<p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input checked="" type="checkbox"/> Essay</p>
<p>Contribution of woma</p>		<p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p>
<p>A New mood in literature</p>		<p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p>
<p>Exploring the Southern past</p> <p>Innovations in language and literary forms</p>		<p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p> <p><input checked="" type="checkbox"/> Self Evaluation</p> <p><input checked="" type="checkbox"/> Structured Interview</p> <p><input checked="" type="checkbox"/> Textbook/Workbook Problems</p> <p><input checked="" type="checkbox"/> True/False</p>

Harlem Renaissance
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• Matching authors with their works• Writing short essays on different authors• Quiz• Assessing the Importance of different authors• Seeing how writers respond to the events of their times• Short answer questions	Test materials Dry Erase Boards/Pens Powerpoint presentations maps	lynching segregation Jim Crow discrimination White Flight

The Audacity of Hope
Type: Unit Plan

The Audacity of Hope

Unit Dates: 4-1 to 5-20	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
The election of Barack Obama is commonly described as "historic." But what does that term mean? While the most common usage refers to the fact that, for the first time, an African American will be President of the United States, the challenges that he will face both at home and abroad are historic as well: the country is fighting two wars and confronts the most serious financial problems since the Great Depression. This lesson focuses on the relationship between the Civil Rights Movement and Obama's election, but it also asks students why they think Barack Obama's election is "historic."	This course is designed to introduce the various genres of African American writers using a historical approach through glimpses of slavery to the current election of our nation's first African American president.	3 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RI Informational Text</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Grade Level Standard 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.</p> <p>Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Grade Level Standard 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.</p>

The Audacity of Hope
Type: Unit Plan

Range of Reading and Level of Text Complexity
Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.
Grade Level Standard 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. 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Has President Barack Obama's grassroots efforts demonstrated the role of a true politician?</p>	<p>Analyze how an author or narrator uses description, dialogue, and action to suggest relationships between characters in written or nonprint sources (e.g., films, ads)</p> <p>Select phrases or statements from a literary text that illustrate how a specific character feels toward others in the text</p> <p>Read portions of a literary text, predicting how a person's actions or words would likely impact a specific situation</p> <p>Use various strategies (e.g., questioning, role-playing) to determine plausible cause-effect relationships</p>	<p>SWBAT understand by the end of this lesson:</p> <p>Describe some of Barack Obama's credentials, values, and political ideals.</p> <p>Understand the connection between the Civil Rights Movement and the election of Barack Obama to be President of the United States</p> <p>Discuss the importance of the Voting Rights Act of 1965</p> <p>Appreciate the importance of perspective in viewing and analyzing the significance of an historical event</p>
<p>ILS</p> <p>2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Effective communication through grassroots</p> <p>Providing services to poor.</p>	<p>construction of poems and essays</p> <p>compare and contrast of social ills/revolts (past v present)</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p>

The Audacity of Hope
Type: Unit Plan

<p>Providing services to poor.</p>	<p>compare and contrast of social ills/revolts (past v present)</p> <p>debates (defending controversial leaders - Jeremiah Wright, Malcolm X, Jesse Jackson, Rev James Meeks)</p> <p>persausive essay writing</p> <p>identifying the various strategies of candidates and their campaign strategies</p> <p>true definition of "citizenship"</p> <p>the impacts of proganda</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems
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The Audacity of Hope
Type: Unit Plan

		<input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Literary analysis--use of literary elements Study of particular writings of the author. Detailed study of particular works Group discussion Comparison of different works Time line of the events of the period Short answer questions Writing response to various works Quiz Assessment of the importance of particular works Connecting author to common themes Identifying salient points Multiple choice questions Making connections--text to self Quick writes 	<p>Audacity of Hope by Barack Obama</p> <p>Audio CD</p> <p>Video clips from Audacity of Hope</p>	<p>grassroots</p> <p>audacity</p> <p>politics</p> <p>politician</p> <p>lobbists</p> <p>constituents</p> <p>reconstruction</p> <p>bipartisanship</p> <p>truism</p> <p>anthropologist</p> <p>philanthropist</p> <p>voters</p>

In Retrospect
Type: Unit Plan

In Retrospect

Unit Dates: 6-1 to 6-17	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
Students will review the progression of the AA development in America through the writing of various artists.	The purpose of this course is to expose students to the various genres of AA literature.	Two weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RI Informational Text</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Grade Level Standard 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.</p> <p>Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Grade Level Standard 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Has AA writers influenced the progression of Blacks in America?	Use various strategies (e.g., timelines, event chains, discussion) to determine whether an event occurred and, if so, when it occurred discuss an issue of interest, determining how past events	SWBAT review the skills and concepts taught and make a direct correlation to writers who addressed the social-ills of slavery and discriminations through their writing pieces and the progression of success within the AA community.

	<p>affected the present</p> <p>locate evidence in a text that explicitly states why an event or a series of events occurred</p> <p>search for patterns or clues (e.g., signal words) that indicate cause-effect relationships</p> <p>use various resources (e.g., dictionary, thesaurus) to explore connotations of familiar words or descriptive language</p> <p>recognize generalizations about the main character in a literary text</p> <p>combine several pieces of information to make a reasonable generalization about a specific character</p> <p>make predictions about characters and events presented in a literary text, verifying or rejecting those predictions and making new ones as they read</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p>	
<p>ILS</p> <p>2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p> <p>analyze how an author or narrator uses description, dialogue, and action to suggest relationships between characters in written or nonprint sources (e.g., films, ads)</p> <p>select phrases or statements from a literary text that illustrate how a specific character feels toward others in the text</p> <p>read portions of a literary text, predicting how a person's actions or words would likely impact a specific situation</p> <p>use various strategies (e.g., questioning, role-playing) to determine plausible cause-effect relationships</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>the relationship between the impact of slavery on the current AA society</p> <p>ideologies of family in the African American community</p>	<p>critical thinking</p> <p>debate</p> <p>persausive essays</p> <p>context clues</p> <p>main idea and supporting details</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input checked="" type="checkbox"/> Essay</p> <p><input checked="" type="checkbox"/> Fill in the Blank</p> <p><input checked="" type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p>

In Retrospect
Type: Unit Plan

		<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Step Up to Writing • Cornell Notes • Quizlet • Wordle • Who Wants to Be A Millionaire Game (review) • Essay • Powerpoint presentations 	<p>Materials</p> <p>Final exams</p> <p>LCD projectors</p> <p>laptop computer</p> <p>internet</p> <p>dry erase boards/pens</p> <p>poems</p> <p>excerpts from readings</p>	<p>Critical Vocabulary</p> <p>slavery</p> <p>Middle Passage</p> <p>Jim Crow</p> <p>segregation</p> <p>revolution</p> <p>contrite</p> <p>abolitionist</p> <p>inner city</p>

Algebra

September Expressions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - Students will create 5 ACT problems with incorrect answers and explain in writing why the correct</p>	<p>Because this is the first unit, students will learn how to take notes in a guided note format. They will also learn all procedures surrounding learning this year. All assignments will be scaffolded to meet the needs of all learners. Students will be encouraged to and taught how to work in groups and help each other on assignments. Students will have to think critically on the project.</p>	<p>BOA 13-15.1 Perform one-operation computation with whole numbers and decimals.</p> <p>BOA 13-15.2 Solve problems in one or two steps using whole numbers.</p> <p>EEI 13-15.1 Exhibit knowledge of basic expressions (e.g. identify an expression for a total as $b + g$).</p> <p>EEI 16-19.1 Substitute whole numbers for unknown quantities to evaluate expressions.</p> <p>EEI 20-23.1 Evaluate algebraic expressions by substituting integers for unknown quantities.</p> <p>EEI 16-19.3 Combine like terms (e.g. $2x + 5x$).</p> <p>EEI 20-23.2 Add and subtract simple algebraic expressions.</p> <p>EEI 20-23.4 Perform straightforward word-to-symbol translations</p>	<p>How can we translate from sentences into mathematical expressions?</p> <p>How can we tell if an expression is simplified? What does it mean to be simplified?</p> <p>How are expressions used in algebra?</p>	<p>Big Idea:</p> <p>Expressions are the foundation of algebra.</p> <p>Concept Topics/Key Information:</p> <ul style="list-style-type: none"> • Simplify (distribute, combine like terms) • Evaluate • Expressions into words • Identifying like terms • Identifying variable, coefficients, • Combining like terms • Associative property • Distributive property • Commutative property <p>Key Terms: Variable, Constant, Expression (numerical & algebraic), Operation, Evaluate, Like terms, Distributive property, Associative property, Commutative property</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
answer is correct.		<p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>EEI 28-32.1 Manipulate expressions and equations.</p> <p>A-SSE 1a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A-SSE 2. Use the structure of an expression to identify ways to rewrite it.</p>		

October
Equations

Month	Essential Questions	Assessment	Content & Resources	Skills
Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.	<p>guided notes</p> <p>algebra tiles</p> <p>equation slips (draw equation from bucket depending on difficult desired, green = mild, yellow = medium, orange =</p>	<p>EEI 13-15.2 Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals.</p> <p>EEI 16-19.2 Solve one-step equations having integer or</p>	<p>What is the equation asking? What does the answer mean?</p> <p>Does my answer make sense?</p>	<p>Big Idea</p> <p>We can use equations to solve for unknowns in real-life situations.</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - students will solve a high order equation and explain their steps in written form</p>	<p>spicy, red = fire)</p>	<p>decimal answers.</p> <p>EEI 20-23.3 Solve routine first-degree equations.</p> <p>BOA 16-19.1 Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.</p> <p>BOA 16-18.2 Solve routine two-step arithmetic problems.</p> <p>EEI 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>EEI 24-27.1 Solve real-world problems using first-degree equations.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>EEI 28-32.1 Manipulate expressions and equations.</p> <p>A-CED 1. Create equations and inequalities in one variable and</p>	<p>How do I check my answer?</p> <p>Are there multiple ways to solve this problem?</p> <p>How do I organize my work so it is neat and others can follow it?</p> <p>How can I used equations to represent real-life situations?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Identify and use inverse operations • Solve one-step • Solve two-step • Solve multi-step • Solve with variables on both sides • Solve equations with variables on both sides • Solve equations for a variable • Extension: Absolute value equations <p>Terms:</p> <p>Inverse operations</p> <p>Equations</p> <p>Isolate</p> <p>Isolate the variable</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>use them to solve problems.</p> <p>A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p> <p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>		

November
Proportions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork – formative assessment.</p> <p>Open-ended questions on each key point.</p> <p>Scaffolded from</p>	<p>Guided notes, homework, class work, group work, word problems relating to real-life (income tax, discounts, etc)</p>	<p>BOA 13-15.1 Perform common conversions.</p> <p>BOA 16-19.1 Solve routine one-step arithmetic</p>	<p>What does a proportion represent?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Solving similar figure problems • Scale problems using ratios • Conversions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - sale brochure, menu: Sale: Include original price, percent discount, and sale price.</p> <p>Menu: Include price, tax, price with tax, tip, and price with tip.</p>		<p>problems (using whole numbers, fractions, and decimals) such as single-step percent.</p> <p>BOA 20-23.1 Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.</p> <p>E EI 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>E EI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>BOA 24-27.1 Solve multi-step arithmetic problems that involve planning or converting units of measure (e.g. feet per second to miles per hour)</p> <p>BOA 28-32.1 Solve word problems containing several rates, proportions, or percentages</p>	<p>How do I solve proportions?</p> <p>How can I represent real-world situations using a proportion? What problems can I solve using proportions?</p> <p>What does a percentage increase/decrease represent? Where can I use this in real life?</p>	<ul style="list-style-type: none"> • Solve proportions by cross multiplying • Identify and write ratios from word problems • Tax, percent discount, percent increase <p>Remediation concepts</p> <ul style="list-style-type: none"> • Equivalent fractions • Reducing fractions • Solving equations • Converting from percentages to decimals <p>Key Terms:</p> <p>Ratio, Proportion, Numerator, Denominator, Similar figures, Scale, Conversion, Cross-multiply</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>N-Q 1. 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.</p> <p>Extension: F 24-27.2 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of</p>		

Month	Essential Questions	Assessment	Content & Resources	Skills
		given side lengths. F 28-32.1 Apply basic trig ratios to solve right-triangle problems.		

December
Inequalities

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word</p>	<p>inequality strips (draw inequality from bucked depending on level of problem, self-scaffolding)</p> <p>project - justify which company to use for which number of minutes, ect. Write and solve multistep inequality based on word problem. Write a paragraph explanation detailing the benefits of each plan.</p> <p>homework, classwork, exit slips,</p>	<p>GR 20-23.2 Comprehend the concept of length on the number line.</p> <p>GR 24-27.1 Identify the graph of a linear inequality on the number line.</p> <p>GR 28-32.2 Match number line graphs with solution sets of linear inequalities.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>EEI 24-27.6 Solve first-degree inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.3 Solve linear inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.2 Write expressions, equations, and inequalities for</p>	<p>What do inequalities represent on the number line?</p> <p>What does an inequality represent in real life?</p> <p>Does my answer make sense? How do I check my answer?</p> <p>Am I following the correct order of operations to solve? Are there multiple ways to solve this problem?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • One-step inequalities • Two-step inequalities • Multi-step inequalities • Inequalities w/negatives • Graph inequalities on number line • Extension: compound inequalities, absolute value inequalities <p>Key Terms: inequality, greater than, less than, greater than or equal to, less than or equal to</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>problems.</p> <p>Project - justify which company to use for which number of minutes, ect. Write and solve mulit-step inequality based on word problem. Write a paragraph explanation detailing the benefits of each plan.</p>		<p>common algebra settings.</p> <p>EEI 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>A-CED 1. Create equations and inequalities in one variable and use them to solve problems.</p> <p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>		

Month	Essential Questions	Assessment	Content & Resources	Skills
		Extension: EEI 33-36.3 Solve simple absolute value inequalities.		

January
Functions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word</p>	<p>function strips (self-differentiated instruction with different color strips indicating difficulty)</p> <p>frayer models</p> <p>comparison charts for different representations - circle similarities in each representation in the same color</p> <p>classwork, group work, act problems, word problems</p>	<p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>F 24-27.1 Evaluate polynomials functions, expressed in function notation, at integer values.</p> <p>A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>A-REI 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the</p>	<p>In what ways can I represent a function?</p> <p>What does a function mean?</p> <p>How do I write a function from a word problem? What are the input and output?</p>	<p>Big Idea</p> <p>A function is a way of representing an algebraic rule.</p> <p>Content:</p> <ul style="list-style-type: none"> Determine input/output for a function represent a function as a graph, mapping, table, and set evaluate functions in function notation determine rule, input, output, domain, range, function identify independent and dependent variables determine domain and range create input/output tables extension: trend, best fit line, sequences

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>problems.</p> <p>Project - students will create their own situation (in a word problem) and create a rule, input/output table, graph, and mapping from their rule.</p>	<p>write t-table style proof for each step of problem when solving. working up to an entire paragraph explanation (ap test style) which will be done in the last unit of the year.</p>	<p>coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF Understand the concept of a function and use function notation</p> <p>F-IF 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> <p>F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F-IF Analyze functions using different representation.</p> <p><i>Review Standards:</i></p> <p>EEI 20-23.1 Evaluate algebraic expressions by substituting integers for unknown quantities.</p>		<p>Key Terms: input, output, mapping, graph, table, set, rule, domain, range, function, function notation, relation, independent variable, dependent variable</p>

Inequalities
Type: Unit Plan

Inequalities

Unit Dates: 1-10 to 2-25	Class: Algebra	Sections: Algebra
Teachers:		

Unit Description	Course	Length of Unit
Inequalities are similar to equations except the solutions represent a range of answers. Inequations are commonly used in businesses to determine the most cost-effective solutions.	Algebra	4 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What do inequalities represent?</p> <p>How are inequalities similar to equations? How are they different?</p> <p>Does my answer make sense? How do I check my answer?</p> <p>Am I following the correct order of operations to solve? Are there multiple ways to solve this problem?</p>	<p>GR 20-23.2 Comprehend the concept of length on the number line.</p> <p>GR 24-27.1 Identify the graph of a linear inequality on the number line.</p> <p>GR 28-32.2 Match number line graphs with solution sets of linear inequalities.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>EEI 24-27.6 Solve first-degree inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.3 Solve linear inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.2 Write expressions, equations, and inequalities for common algebra settings.</p>	<p>SWBAT explain the differences among greater than, less than, greater than or equal to, and less than or equal to.</p> <p>SWBAT draw inequalities on a number line</p> <p>SWBAT write inequalities. SWBAT write an inequality from a sentence word problem.</p>

	<p>EEI 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>A-CED 1. Create equations and inequalities in one variable and use them to solve problems.</p> <p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Extension: EEI 33-36.3 Solve simple absolute value inequalities.</p>	<p>SWBAT solve one-step inequalities (without reversing sign) and graph the solution.</p> <p>SWBAT solve inequalities that require reversing the inequality sign.</p> <p>SWBAT solve word problems using one-step inequalities.</p> <p>SWBAT solve and graph two-step inequalities.</p> <p>SWBAT justify steps taken in a t-chart.</p> <p>SWBAT solve three-step inequalities by combining like terms.</p> <p>SWBAT justify steps taken in a t-chart.</p> <p>SWBAT solve word problems using multi-step inequalities.</p> <p>SWBAT solve multi-step inequalities.</p> <p>SWBAT solve and graph compound inequalities.</p> <p>SWBAT solve absolute value inequalities.</p>
<p>ILS</p>		

Content, Skills, Assessment

Inequalities
Type: Unit Plan

Content	Skills and Integrated Skills	Assessment II
<p>When multiplying or dividing by a negative, switch the inequality sign</p> <p>Multi-step equations –combining like terms, inverse operations, order of operations</p> <p>Solve multi-step inequalities</p> <p>Graph inequality on number line</p> <p>One-step inequalities</p> <p>Two-step inequalities</p> <p>Multi-step inequalities</p> <p>Inequalities w/negatives (reversing sign)</p>	<p>Switching inequality sign with negative.</p> <p>Solving multi-step inequalities.</p> <p>Writing inequalities from word problems.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Self Evaluation</p>

Inequalities
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Instructional Strategies <ul style="list-style-type: none"> • equation strips • tiered problems • scaffolded instruction • spirial review of solving equations • written reflections • 2 column problems and note taking 	Materials <p>project - explanation of which phone company is better using multi-step inequalities</p> <p>inequality manipulative strips.</p>	Critical Vocabulary <p>Inequality</p> <p>Greater than</p> <p>Less than</p> <p>Greater than or equal to</p> <p>Less than or equal to</p>

Functions
Type: Unit Plan

Functions

Unit Dates: 2-28 to 4-15	Class: Algebra	Sections: Algebra
Teachers:		

Unit Description	Course	Length of Unit
Students will learn the basics of functions, including a variety of ways to represent a function. Students will learn a function represents a rule and has two parts: an input and an output.'	Algebra	4-5 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How many ways can I represent a function?</p> <p>What are the 3 parts of a function?</p> <p>What does a function represent?</p> <p>What are the domain and range?</p>	<p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>F 24-27.1 Evaluate polynomials functions, expressed in function notation, at integer values.</p> <p>A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>A-REI 10. 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>F-IF Understand the concept of a function and use function notation</p>	<p>SWBAT identify functions from relations with 80% accuracy.</p> <p>SWBAT identify the domain and range of a function with 90% accuracy.</p> <p>SWBAT represent a function using a mapping with 80% accuracy.</p> <p>SWBAT represent a function using a table with 80% accuracy.</p> <p>SWBAT distinguish between independent and dependent variables in word problems with 80% accuracy</p> <p>SWBAT evaluate functions at integer values with 80% accuracy.</p> <p>SWBAT use the distributive property</p> <p>SWBAT combine like terms with 80% accuracy.</p>

Functions
Type: Unit Plan

	<p>function notation</p> <p>F-IF 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> <p>F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F-IF Analyze functions using different representation.</p> <p><i>Review Standards:</i></p> <p>EEI 20-23.1 Evaluate algebraic expressions by substituting integers for unknown quantities.</p>	<p>SWBAT translate a sentence into a mathematical equation with 80% accuracy.</p>
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Evaluate expressions –distribute, combine like terms, order of ops</p> <p>Plotting points</p> <p>Find input/output for a function</p> <p>Graphs, mapping, table, and set</p> <p>Evaluate functions in function notation</p> <p>Define rule, input, output, domain, range, function</p> <p>Identify independent and dependent variables, domain/range</p> <p>Creating input/output table</p> <p>Identify the input, output, independent variable, dependent variable from a word problem.</p>	<p>Represent function as graph, mapping, table, and set</p> <p>Evaluate functions</p> <p>Represent functions in function notation</p> <p>Solve multi-step problems involving planning</p> <p>Plotting points</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p>

Functions
Type: Unit Plan

<p>variable from a word problem.</p> <p>Solve multi-step problems with different part specifically outlined.</p> <p>Write paragraph explanation of how problem was solved.</p>		<input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Equation Strips • Tiered problems • Scaffolded instruction • 2-column notes • Spiral Review of concepts 	<p>Materials</p> <p>Functions project - represent function in a variety of ways. Data in tables to translate to function form. Graph paper Practice problems Homework Unit test</p>	<p>Critical Vocabulary</p> <p>Input Output Mapping Graph Table Set Rule Domain</p>

Functions
Type: Unit Plan

		Range Function Function notation Relation Independent variable Dependent variable
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Graphing
Type: Unit Plan

Graphing

Unit Dates: 4-25 to 5-27	Class: Algebra	Sections: Algebra
Teachers: Halley Feil, Meagan Martin		

Unit Description	Course	Length of Unit
Students will learn how to graph points and linear equations. They will be able to manipulate equations, building their critical thinking skills, into slope-intercept form, making the equation easier to graph.	Algebra	5 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do I graph this line? Can I do it in multiple ways?</p> <p>What does slope mean and represent?</p> <p>What is the essential information I can find about a line?</p>	<p>GR 13-15.1 Identify the location of a point with a positive coordinate on the number line.</p> <p>GR 16-19.1 Locate points on the number line and in the first quadrant.</p> <p>GR 20-23.1 Locate points in the coordinate plane.</p> <p>GR 20-23.3 Exhibit knowledge of slope.</p> <p>GR 24-27.2 Determine the slope of a line from points or equations.</p> <p>GR 24-27.3 Match linear graphs with their equations.</p> <p>GR 28-32.4 Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a</p>	<p>SWBAT locate and draw points on a number line with 80% mastery.</p> <p>SWBAT identify the x-axis, y-axis, and quadrants of a graph with 80% mastery.</p> <p>SWBAT locate and draw points in the first quadrant with 80% mastery.</p> <p>SWBAT locate and draw points in the coordinate plane with 80% mastery.</p> <p>SWBAT define slope with 80% mastery.</p> <p>SWBAT define rate of change with 80% mastery.</p>

	<p>lines to determine an equation of a line or coordinates of a point.</p> <p>A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>A-REI 10. 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>80% mastery.</p> <p>SWBAT calculate slope given a graph using rise over run with 80% mastery.</p> <p>SWBAT identify a line as having a positive, negative, zero, or undefined slope with 80% mastery.</p> <p>SWBAT calculate the slope of a line given two points on the line with 80% mastery.</p> <p>SWBAT identify m as the slope in the equation $y=mx+b$ with 80% mastery.</p> <p>SWBAT graph a line of the form $y=mx+b$ with 80% mastery.</p> <p>SWBAT find the equation of the line given the graph of the line with 80% mastery.</p> <p>SWBAT find the equation of a line given two points on the line by graphing with 80% mastery.</p> <p>SWBAT find the equation of a line given a point on the line and the y-intercept with 80% mastery.</p>
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Graphing
Type: Unit Plan

		<p>SWBAT manipulate an equation of a line from point-slope form so it is in the form $y=mx+b$ with 80% mastery.</p> <p>SWBAT find the equation of a line given two points on the line with 80% mastery.</p> <p>SWBAT determine if two lines are parallel with 80% mastery.</p> <p>SWBAT find parallel lines with 80% mastery.</p> <p>SWBAT determine if two intersecting lines are perpendicular with 80% mastery.</p> <p>SWBAT find perpendicular lines with 80% mastery.</p>
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>A linear equation can be represented graphically to show trends in data.</p> <p>Slope Equations of lines parallel lines perpendicular lines</p>	<p>Identify and find slope</p> <p>Graph from slope-intercept form</p> <p>Put equation of line in slope-intercept form</p> <p>Find parallel and perpendicular lines</p> <p>Slope on graph</p> <p>Slope from 2 points</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p>

	<p>Identify slope as rate of change</p> <p>Identify slope and y-intercept in slope-intercept form</p> <p>Find equation of line given graph, two points, or point and either slope or intercept.</p> <p>Define parallel and perpendicular</p> <p>Create line from word problem, identifying the rate or change.</p> <p>Solve multi-step problems with different parts necessary specifically outlined.</p> <p>Write paragraph explanation of how problem was solved.</p>	<p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input checked="" type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p> <p><input checked="" type="checkbox"/> Self Evaluation</p> <p><input type="checkbox"/> Structured Interview</p> <p><input checked="" type="checkbox"/> Textbook/Workbook Problems</p> <p><input type="checkbox"/> True/False</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • tiered problems • stations • equation strips 	<p>Materials</p> <p>graph paper</p> <p>stations</p> <p>graphing project</p> <p>matching equations manipulative cards</p>	<p>Critical Vocabulary</p> <p>Slope</p> <p>Slope-intercept form</p>

Graphing
Type: Unit Plan

<ul style="list-style-type: none">• practice problems• project w/rubric• graphic organizer	matching equations manipulative cards	Rate of change y-intercept Parallel Perpendicular Linear
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Exponents
Type: Unit Plan

Exponents

Unit Dates: 5-16 to 6-3	Class: Algebra	Sections: Algebra
Teachers:		

Unit Focus	Unit Description	Materials
Exponents are an abbreviated way of writing repeated multiplication, the same way multiplication is an abbreviated way of writing repeated addition.	Students will learn how to express repeated multiplication as exponents, as well as combine like terms involving exponents.	exponent differentiated strips stations exponent/algebra tiles exponent act word problems

Standards

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>NCP 28-32.4 Apply rules of exponents.</p> <p>NCP 24-27.6 Work problems involving positive integer exponents.</p> <p>A-SSE 3c. Use the properties of exponents to transform expressions for exponential functions.</p> <p>N-RN 2. Rewrite expressions involving rational exponents using properties of exponents.</p>	<p>How do I simplify an expression involving exponents?</p> <p>What is true about exponential properties? Do they always hold true?</p> <p>What does an exponent mean? What do they represent?</p>	<p>SWBAT evaluate and multiply by powers of ten.</p> <p>SWBAT convert between standard notation and scientific notation.</p> <p>SWBAT add and subtract exponents.</p> <p>SWBAT multiply and divide exponents.</p> <p>SWBAT simplify expressions by combining like terms involving exponents.</p> <p>SWBAT raise an exponent to an exponent.</p> <p>SWBAT use negative exponents.</p> <p>SWBAT simplify expressions involving integer exponents.</p>

Content, Skills, Assessment

Exponents
Type: Unit Plan

Content	Critical Vocabulary	Unit Reflection
Simplify problems by using properties of exponents Exponent properties: add, subtract, multiply, divide terms with exponents Raise an exponent to an exponent Use negative exponents	exponent repeated multiplication power simplify combine like terms	

Geometry

October Angles

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - students will solve a high order equation and explain their</p>	<p>guided notes, classwork problems, building angles projects, hands on angle building, hands on bisectors</p>	<p>G.CO.5 Know and use definitions of angles, polygons, parallel and perpendicular lines, rigid motions, parallelograms, and rectangles.</p> <p>G.CO.6 Prove theorems about lines and angles</p> <ul style="list-style-type: none"> • Vertical angles are congruent • When a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent • Two lines parallel to a third line are parallel to each other • Points on a perpendicular bisector of a segment are exactly those equidistance from the segment's endpoints <p>G.GPE.9 Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula.</p> <p>G.GPE.11 Use coordinates to prove simple geometric theorems</p>	<p>How do logic and lines form a foundation for the entire study of geometry?</p> <p>How do we name angles?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Converse • Bi-conditional • Contrapositive • Vertical angles • Parallel • Perpendicular • Alternate Interior Angles • $\square \square$ Corresponding Angles <p>Bisector</p>

Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
steps in written form		<p>algebraically (more specifically, distance and midpoint formula)</p> <p>Exhibit some knowledge of the angles associated with parallel lines</p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Find the midpoint of a line segment</p> <p>Use the distance formula</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p>		

November

Basic Triangle Properties

Month	Essential Questions	Assessment	Content & Resources	Skills
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Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p>	<p>homework, classwork, guided notes, building angles, authentic project</p>	<p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use properties of isosceles triangles</p>	<p>What are the different relationships between the sides of a triangle?</p> <p>What is a Theorem and how is it used in math?</p> <p>How are angles related to triangle?</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Interior Angle • Exterior Angle • Base Angle • Isosceles

Geometry

December

Right Triangles and Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p>	<p>Building triangles, classwork, guided notes, trig ratio project, proof of pythagorean theorem</p>	<p>Use the Pythagorean theorem</p> <p>Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles*</p> <p>Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths</p> <p>Apply basic trigonometric ratios to solve right-triangle problems</p>	<p>How is the pythagorean theorem related to the distance formula?</p> <p>How are ratios used in trig?</p> <p>How can trig be used to find missing sides and angles of triangles?</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • • Trigonometry • • Sine • • Cosine • Tangent

Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
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January

Triangle Congruence

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including</p>	<p>Proof writing, checking proofs, proof project, guided notes, classwork, homework, partner proofs.</p>	<p>Draw conclusions based on a set of conditions</p> <p>Apply properties of 30° -60° - 90°, 45° -45° -90°, similar, and congruent triangles</p> <p>G.CO.1 Understand that two geometric figures are congruent if there is a sequence of rigid motions (rotations, reflections, translations) that carries one onto the other.</p> <p>G.CO.2 Understand that criteria for triangle congruence are ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent.</p> <p>G.CO.3 Understand that criteria for triangle congruence can be established using rigid motions.</p> <ul style="list-style-type: none"> • Angle Side Angle 	<p>How are proofs used in geometry?</p> <p>How do I write a proof?</p> <p>How do I read a proof?</p>	<p>concepts:</p> <ul style="list-style-type: none"> • Congruence • Similarity • Transitive property • Reflexive property • substitution

Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
written explanations and word problems.		<ul style="list-style-type: none"> • Side Angle Side • Side Side Side • Hypotenuse Leg <p>G.SRT.3 Understand that the assumed properties of dilations can be used to establish similarity for triangles</p> <ul style="list-style-type: none"> • Angle Angle • Side Angle Side • Side Side Side <p>G.SRT.6 Use triangle similarity criteria to solve problems and to prove relationships in geometric figures.</p>		

Special Right Triangles
Type: Unit Plan

Special Right Triangles

Unit Dates: 1-3 to 2-25	Class: Geometry	Sections: Geometry
Teachers:		

Unit Description	Course	Length of Unit
Students will learn the basics right triangle properties and the basics of trig.	Geometry	4 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How can I prove a triangle is a right triangle? What does it mean to be a right triangle? What properties do all right triangles have? What theorem can I use to solve for missing sides of right triangles?	Use Pythagoren Theorem Use basic trig identities Apply basic right triangle properties to solve problems	SWBAT calculate missing sides of right triangles using Pythagorean Theorem. SWBAT set up basic trig identities. SWBAT identify and prove similiar triangles.
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Trig identities Pythagorean Theorem Similar triangles	find missing sides of right triangles identify right triangles find area of right triangles find trig identities of right triangles identify the opposite, adjacent, and hypotenuse sides of	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice

Special Right Triangles
Type: Unit Plan

	<p>right triangles identify and prove similar triangles</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>

Special Right Triangles
Type: Unit Plan

<ul style="list-style-type: none">• Stations• Tiered problems• Project w/rubric•	Equation strips text books practice problems homework packets project supplies rubrics	right hypotenuse pythagorean similar leg sine cosine tangent trig
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Area/Perimeter
Type: Unit Plan

Area/Perimeter

Unit Dates: 2-28 to 4-1	Class: Geometry	Sections: Geometry
Teachers:		

Unit Description	Course	Length of Unit
We will look at formulas and use algebra skills to find the area and perimeter of various geometric shapes.	Geometry	4 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How is the area of the polynomial related to the perimeter?</p> <p>How do the formulas for finding the area and perimeter change depending on the number of sides?</p> <p>Where do we see these shapes out in the world?</p>	<p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Compute the area of composite geometric figures when planning or visualization is required</p> <p>Compute the perimeter of polygons when all side lengths are given.</p> <p>Compute the area of rectangles when whole number dimensions are given.</p> <p>Compute the perimeter of simple composite geometric figures with unknown side lengths.</p> <p>G.GMD.4 Find areas of polygons by dissecting them into triangles.</p>	<p>SWBAT find the area and perimeter of polygons with 80% accuracy.</p> <p>SWBAT evaluate equations to find area and perimeter using algebraic reasoning skills with 80% mastery.</p> <p>SWBAT combine algebraic equations with geometric figures to solve complex problems with 80% accuracy.</p>

Area/Perimeter
Type: Unit Plan

ILS		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Area perimeter triangle properties rectangle properties circle properties irregular figure properties	applying area formulas applying perimeter formulas recognizing shapes recognizing which area and/or perimeter formulas to use	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task

Area/Perimeter
Type: Unit Plan

		<input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • tiered problems • equation strips • book problems • exemplar problems • stations • project w/rubric 	<p>Materials</p> <p>equation strips, stations, text books, guided notes, quizzes, rubrics</p>	<p>Critical Vocabulary</p> <p>interior angle exterior angle regular irregular perimeter area evaluate</p>

SOHCAHTOA

Unit Dates: 3-21 to 4-15	Class: Geometry	Sections: Period 3, Period 6, Period 8
Teachers:		

Unit Description	Course	Length of Unit
We will look at trig formulas and use algebra skills to find missing sides and legs of right triangles.	Geometry	4 Weeks

Standards

<p>IL_Assessment_Framework - Mathematics (2004) - Grade 11</p> <p>State Goal 9 Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.</p> <p>Standard 9A Properties of Single Figures and Coordinate Geometry</p> <p>Objective 9.11.01 Apply the Pythagorean theorem.</p> <p>Standard 9D Trigonometry</p> <p>Objective 9.11.19 Determine distances and angle measures using indirect measurement (e.g., properties of right triangles, Law of Sines, Law of Cosines).</p> <p>Objective 9.11.20 Solve problems using 45°-45°-90° and 30°-60°-90° triangles.</p> <p>Objective 9.11.21 Identify graphs of a given trigonometric function (sin x, cos x) using its characteristics (e.g., period, amplitude).</p> <p>Objective 9.11.22 Define, identify, and evaluate trigonometric ratios.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is the side of the triangle determined when only given one side and one angle measure?		SWBAT find the SIN, COS and TAN of triangles with 80% accuracy.
How do the formulas for finding SIN, COS, and TAN change depending on the numbering and given information?		SWBAT evaluate equations to find trig functions using algebraic reasoning skills with 80% mastery.
Where do we see use these formulas out in the world?		SWBAT combine algebraic equations with geometric figures to solve complex problems with 80% accuracy.

SOHCAHTOA
Type: Unit Plan

ILS		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Trig functions, trig ratios, find missing sides and legs	applying trig function formulas determine theta determine missing angle and missing leg	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task

SOHCAHTOA
Type: Unit Plan

		<input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Tiered problems • example problems • book problems • Stations • Project with Rubric 	<p>Materials</p> <p>equation strips, stations, text books, guided notes, quizzes, rubrics</p>	<p>Critical Vocabulary</p> <p>SIN, COS, TAN, Opposite, Adjacent, Hypotenuse, Theta, Trig Ratio,</p>

Trig
Type: Unit Plan

Trig

Unit Dates: 4-4 to 5-13	Class: Geometry	Sections: Geometry
Teachers:		

Unit Description	Course	Length of Unit
We will look at trig formulas and use algebra skills to find missing sides and legs of right triangles.	Geometry	5-6 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is the side of the triangle determined when only given one side and one angle measure?	Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems	SWBAT find the SIN, COS and TAN of triangles with 80% accuracy.
How do the formulas for finding SIN, COS, and TAN change depending on the numbering and given information?		SWBAT evaluate equations to find trig functions using algebraic reasoning skills with 80% mastery.
Where do we see use these formulas out in the world?		SWBAT combine algebraic equations with geometric figures to solve complex problems with 80% accuracy.
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Trig ratios Triangles and missing sides	Determine which trig formula to use Find missing side using trig	<input checked="" type="checkbox"/> Formative

Trig
Type: Unit Plan

Angles in a triangle	Find missing angle using trig Solve multi-step problems using trig ratios	<input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems
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Trig
 Type: Unit Plan

		<input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Graphic organizer • equation strips • manipulatives • book problems • guided notes • stations • tiered problems 	equation strips, stations, text books, guided notes, quizzes, rubrics	sine cosine tangent opposite adjacent hypotenuse angle side ratio trigonometry

Advanced Algebra Trig

September

Building Our Toolkit: Manipulating Expressions, Equations, Inequalities, Approach to Word Problems

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Assessments:</u></p> <p>Class work turned in (formative)</p> <p>Homework (formative)</p> <p>Written Quiz (formative)</p> <p>Project: Your Toolkit (summative)</p> <p>[Quiz will have multiple choice, free response (show solution), and word problems.]</p> <p><u>Standards:</u></p> <p>EEI.28-32.1 <i>Manipulate expressions and equations</i></p> <p>EEI.24-27.6 Solve first-degree inequalities that do not require reversing</p>	<p>Building the tools for the toolkit will be activities for the day around that objective.</p> <p>Perhaps use chart paper (graffiti placemats?) to brainstorm in groups, but at the end each student needs to have an object that displays the tool in their own personal toolkit (envelope decorated with their name and no gang symbols).</p> <p>Tools can be in visual form, they can be written scripts for a performance (that they can read for me once), link to a sound byte on a website, etc.</p> <p>Other Ideas:</p> <ul style="list-style-type: none"> Virtual / literal (guided) note passing to share thought processes in 	<ul style="list-style-type: none"> Manipulate expressions using the order of operations. Manipulate expressions by combining like terms. Utilize the distributive property to simplify expressions and equations. Solve one-step equations. Solve two-step equations. Solve multi-step equations. Critique and evaluate solutions of multi-step equations. Solve inequalities without reversing the sign. Solve inequalities with reversing the sign. Articulate and utilize the class strategy for word problems. 	<p>Why can it be helpful for us to legally change how expressions and equations look?</p> <p>What basic steps do we take to solve problems in our everyday lives?</p>	<p>BIG IDEAS:</p> <p>We can manipulate expressions and equations algebraically in order to solve problems.</p> <p>There are many ways to solve word problems, but we always want to start by circling the information we are given and underlining the question.</p> <ul style="list-style-type: none"> Order of Operations Combining Like Terms Distributive Property One-step equations Two-step equations Multi-step equations Inequalities w/o reversing sign Inequalities w/ reversing sign Number line graphs of inequalities Class strategy for word problems

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>the inequality sign.</p> <p>EEL.28-32.3 Solve linear inequalities that require reversing the inequality sign</p> <p>GR.24-27.1 Identify the graph of a linear inequality on the number line</p> <p>EEL.28-32.2 Write expressions, equations and inequalities for common algebra settings</p> <p>EEL.33-36.1 Write expressions that require planning and/or manipulating to accurately model a situation</p>	<p>solving problems.</p> <ul style="list-style-type: none"> RAFT: One side of an equation writing to the other side of an equation. 			<p>Key Terms: variable, expression, equation, inequality, distributive property, order of operations, manipulate.</p>

October

Functions and Multiple Representations: Math Literacy, Continued

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Assessment:</u></p> <p>Class work (formative)</p> <p>Homework (formative)</p>	<p>Coordinate System as Street address and house number.</p> <p>Relationships in their lives --> are they functions? Why or</p>	<ul style="list-style-type: none"> Explain the parts of common tables and graphs. Read, interpret, and create tables and graphs. Translate between graphs, tables, words, and equations. 	<p>How can we express mathematical information?</p> <p>What do functions express?</p>	<p>BIG IDEA:</p> <p>We can express mathematical information in equivalent ways: graphs, tables, words, and equations. Good problem solvers pick which way to use at</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Written Quiz (formative)</p> <p>Written Test (summative)</p> <p>[Quiz and Test will have multiple choice, free response (show solution), and word problems.]</p> <p>Standards:</p> <p>PS.16-19.3 Read tables and graphs</p> <p>PS.24-27.2 Manipulate data from tables and graphs</p> <p>PS.16-19.4 Perform computations on data from tables and graphs</p> <p>PS.28-32.2 <i>Interpret and use information from figures, tables and graphs</i></p> <p>PS.33-36.2 Analyze and draw conclusions based on information from figures, tables, and graphs.</p> <p>F.28-32.1 Evaluate composite functions at integer</p>	<p>why not?</p> <p>Creating a translator tool (like a Spanish to English dictionary) with instructions on how to move between representations of mathematical information.</p> <p>Vertical line test - add tool to toolkit?</p>	<ul style="list-style-type: none"> Analyze, draw conclusions, and evaluate analysis of figures, tables, and graphs. Define and create functions. Identify domain and range. Determine whether a relation is a function using the vertical line test. Write and evaluate composite functions. 		<p>which time.</p> <p>We can use variables and symbols express relationships between entities in the real world. We call these relationships functions.</p> <ul style="list-style-type: none"> Parts of tables and graphs Data points Coordinate system Examples of tables, graphs, words, and equations expressing the same information. Definition of a relation Definition of a function Domain and Range Vertical Line Test Examples of functions. Composite Functions <p>Key Terms: coordinate system, relation, function, domain, range, composite function</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>values</p> <p>F.33-36.1 Write an expression for the composite of two simple functions</p> <p>EEI.28-32.1 <i>Manipulate expressions and equations</i></p>				

Graphical Analysis of Linear Functions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Assessment:</u></p> <p>Class work (formative)</p> <p>Homework (formative)</p> <p>Written Quiz (formative)</p> <p>Written Test (summative)</p> <p>[Quiz and Test will have multiple choice, free response (show solution), and word problems.]</p>	<p>Foldable of how to calculate slope given different information. Put in toolkit after graded?</p> <p>Absolute value related to real life -use distance examples and how it doesn't matter whether you're N/S/E/W.</p> <p>Foldable with positive, negative, zero slope, and no slope. Put in toolkit after graded?</p>	<ul style="list-style-type: none"> Graph a line in slope intercept form. Calculate slope given two points. Calculate slope given a point and a parallel. Evaluate and critique calculations of slope. Write and evaluate piece-wise functions. Graph absolute value functions. 	<p>What are the defining characteristics of lines?</p>	<p>BIG IDEA: A line has two defining characteristics: a rate of change and a starting value.</p> <ul style="list-style-type: none"> Slope (positive, negative, zero, no slope) Intercepts Absolute value Piece-wise functions Solution set <p>Key Terms: Slope, intercept, absolute value, undefined.</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Standards:</u></p> <p>EEI.24-27.1 Solve real-world problems using first-degree equations</p> <p>EEI.28-32.4 Solve absolute value equations</p> <p>GR.28-32.2 Match number line graphs with solution sets of linear inequalities</p> <p>GR.28-32.1 Interpret and use information from graphs in the coordinate plane</p> <p>GR.20-23.3 <i>Exhibit knowledge of slope</i></p> <p>GR.24-27.2 Determine the slope of a line from points or equations</p> <p>GR 24-27.3 Match linear graphs with their equations</p>				

November

Systems of Linear Functions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Assessments:</u></p> <p>Class work turned in (formative)</p>	<p>Substitution in sports analogy - when one player is subbed out, they leave the court/field.</p>	<ul style="list-style-type: none"> Explain the relationship between a system of equations and intersecting lines. Solve systems of 	<p>How are the concepts of multiple representations and systems of equations related?</p>	<p>BIG IDEA: A system of equations and Intersecting lines represent exactly the same mathematical</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Homework (formative)</p> <p>Written Quiz (formative)</p> <p>Project: "Make your Case" (summative)</p> <p>[Quiz will have multiple choice, free response (show solution), and word problems.]</p> <p>In the summative project, students will find a word problem (or write one) that yields a system of equations to solve. They will prepare a "legal document" of a solution, why it's correct (showing at least one other method), etc.</p> <p>Standards:</p> <p>EEI.28-32.6 Find solutions for systems of linear equations</p> <p>GR.28-32.4 Use properties of parallel and perpendicular lines to</p>	<p>Graffiti placemats for how to remember strategies and/or when to use which.</p> <p>Quizlet for when to use what strategy flash cards.</p> <p>Tools for each strategy to add to toolkits?</p>	<p>equations.</p> <ul style="list-style-type: none"> Evaluate and critique solutions of systems of equations. Utilize the most efficient method for solving a system of equations. 	<p>When can we solve a system of equations?</p>	<p>information.</p> <p>We can solve for any number of unknowns (variables) as long as we have the same number of equations.</p> <ul style="list-style-type: none"> Graphical solutions Substitution Elimination Linear combination <p>Key Terms: ordered pair, isolate, substitute, intersection</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
determine an equation of a line or coordinates of a point				

December

Quadratic Functions: Part 1

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Assessments: Class work turned in (formative)</p> <p>Homework (formative)</p> <p>Written Quizzes (formative)</p> <p>Project: "Make your Case" (summative)</p> <p>[Quiz will have multiple choice, free response (show solution), and word problems.]</p> <p>Project will be application based - we will do a lab on the flight of a ball and write a simple lab report.</p>	<p>Lab exercise with projectile motion in preparation for project.</p> <p>Quizlet flash cards for terms, definitions, properties, which factoring method to use, etc. - these will be especially helpful after Winter Break to refresh ourselves!</p>	<ul style="list-style-type: none"> • Multiply two binomials • Evaluate quadratic functions at given values • Recognize and plot special characteristics of parabolas and circles. 	<p>What processes in the world around us are accurately modeled as quadratic functions?</p>	<p>BIG IDEA: Quadratic functions have powerful applications (projectiles, acceleration/deceleration) that allow us to model the world around us.</p> <p>Just as subtraction "undoes" addition, factoring quadratics "undoes" multiplying binomials.</p> <ul style="list-style-type: none"> • Monomial, Binomials, Trinomials, and their properties • Quadratic forms • Examples of quadratic functions (projectile motion, etc.) • Perfect Squares • Parabolas and vertices • Complex Numbers and

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Standards:</p> <p>EE.1 20-23.5 <i>Multiply two binomials</i></p> <p>F.20-23.1 Evaluate quadratic functions, expressed in function notation, at integer values.</p> <p>EEI.28-32.5 <i>Solve quadratic equations</i></p> <p>GR.28-32.5 Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>GR.33-36.2 Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p>				<p>their properties</p> <p>Key Terms: polynomial, perfect square, parabola, vertex, quadratic equation, complex number, real part, imaginary part</p>

January
Quadratic Functions: Part 2

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Assessments:</p> <p>Class work turned in (formative)</p>	<p>Back-channel conversations about factoring, specifically sharing internal monologues - showing how everybody thinks about these a bit</p>	<ul style="list-style-type: none"> Utilize the difference of two squares to efficiently factor special quadratics. Factor quadratics of the form $x^2 + bx + c$. Factor quadratics of the 	<p>How are multiplying binomials and factoring quadratics related?</p>	<p>BIG IDEA: Quadratic functions have powerful applications (projectiles, acceleration/deceleration) that allow us to model the world</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Homework (formative)</p> <p>Written Quizzes (formative)</p> <p>Written Test (summative)</p> <p>[Quizzes and Test will have multiple choice, free response (show solution), and word problems.]</p> <p>Standards:</p> <p>EEI.24-27.5 Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>NCP.24-27.9 Exhibit some knowledge of the complex numbers</p> <p>NCP.28-32.5 Multiply two complex numbers</p> <p>NCP.33-36.3 Apply properties of complex numbers</p>	<p>differently.</p> <p>(I'll probably do these with paper and pen as note passing things since we don't have a computer for each student.)</p>	<p>form $ax^2 + bx + c$.</p> <ul style="list-style-type: none"> Evaluate and critique solutions to factoring problems using two methods (FOIL the answer, or do the problem yourself!) Identify the real part and the imaginary part of a complex number. Apply properties of complex numbers to add, subtract, multiply, and divide them. 		<p>around us.</p> <p>Just as subtraction "undoes" addition, factoring quadratics "undoes" multiplying binomials.</p> <ul style="list-style-type: none"> Monomial, Binomials, Trinomials, and their properties Quadratic forms Examples of quadratic functions (projectile motion, etc.) Perfect Squares Parabolas and vertices Complex Numbers and their properties <p>Key Terms: polynomial, perfect square, parabola, vertex, quadratic equation, complex number, real part, imaginary part</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills

Quadratic Functions

Unit Dates: 12-6 to 2-18	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEA: Quadratic functions have powerful applications (projectiles, acceleration/deceleration) that allow us to model the world around us.</p> <p>Just as subtraction "undoes" addition, factoring quadratics "undoes" multiplying binomials.</p> <p>The important aspects of the quadratics unit are FOIL, factoring, complex numbers, simplifying square roots, and graphical transformations. I will start out the unit with students graphing the height of a ball thrown over time –they will naturally come up with a parabola. From there, we'll move into graphing, using what we know from Unit 3. I'll be sure to showing the three types of quadratic equations: standard form, x-intercept, and vertex form. These will later translate to factoring and completing the square and graphing first will give student's meaning to each. To help students understand graphical transformations when graphing in vertex form, I'll show the similarities between point-slope form of a line and vertex form of a quadratic.</p> <p>From here, I'll start algebraically solving quadratics using: factoring, square roots, the quadratic formula, and completing the square. I'll be sure to emphasize the</p>	Advanced Algebra Trig	41 days/class periods

<p>completing the square. I'll be sure to emphasize the multiple types of factoring as this will transfer to polynomials. When solving with square roots, I'll introduce complex numbers. Complex numbers will be a struggle but when graphing them the skills will build how different coordinate systems work (polar and parametric in Pre-Calculus). Similar to systems, teach students when to use each strategy for solving quadratics.</p>		
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Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What processes in the world around us are accurately modeled as quadratic functions?</p> <p>How are multiplying binomials and factoring quadratics related?</p>	<p>EE.I 20-23.5 <i>Multiply two binomials</i></p> <p>F.20-23.1 Evaluate quadratic functions, expressed in function notation, at integer values.</p> <p>EEI.28-32.5 <i>Solve quadratic equations</i></p> <p>GR.28-32.5 Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>GR.33-36.2 Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> <p>EEI.24-27.5 <i>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</i></p> <p>NCP.24-27.9 <i>Exhibit some knowledge of the complex numbers</i></p> <p>NCP.28-32.5 <i>Multiply two complex numbers</i></p> <p>NCP.33-36.3 <i>Apply properties of complex numbers</i></p>	<p>Multiply two binomials</p> <p>Evaluate quadratic functions at given values</p> <p>Recognize and plot special characteristics of parabolas and circles.</p> <p>Utilize the difference of two squares to efficiently factor special quadratics.</p> <p>Factor quadratics of the form $x^2 + bx + c$.</p> <p>Factor quadratics of the form $ax^2 + bx + c$.</p> <p>Evaluate and critique solutions to factoring problems using two methods (FOIL the answer, or do the problem yourself!)</p> <p>Identify the real part and the imaginary part of a complex number.</p> <p>Apply properties of complex numbers to add, subtract, multiply, and divide them.</p>

Quadratic Functions
Type: Unit Plan

ILS		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Monomial, Binomials, Trinomials, and their properties</p> <p>Quadratic forms</p> <p>Examples of quadratic functions (projectile motion, etc.)</p> <p>Perfect Squares</p> <p>Parabolas and vertices</p> <p>Complex Numbers and their properties</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task

Quadratic Functions
Type: Unit Plan

		<input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • 	<p>Materials</p> <p>Algebra tiles for factoring quadratics.</p> <p>Chart paper for practicing box method (alternative to FOIL).</p> <p>Lab exercise with projectile motion in preparation for project.</p> <p>Quizlet flash cards for terms, definitions, properties, which factoring method to use, etc. - these will be especially helpful after Winter Break to refresh ourselves!</p> <p><u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets</p>	<p>Critical Vocabulary</p> <p>Key Terms: polynomial, perfect square, parabola, vertex, quadratic equation, complex number, real part, imaginary part</p>

Conic Sections

Unit Dates: 2-22 to 3-16	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEAS: Quadratics as we know them (parabolas) are special cases in the world of conic sections.</p> <p>Conic sections are all sets of points defined as equidistant from some set point, line, or combination of points or lines.</p> <p>Many skills used in this unit are transferable from Unit 5, particularly completing the square. Each conic section will be handled over the course of two days (perhaps one with hyperbolas so as to not dwell too long there), and then we will step back at the end of the unit, and look at similarities/differences between the conics, their equations, etc.</p>	Advanced Algebra Trig	16 Days/Class periods

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Using the form of a conic section, how can we show that quadratic and linear functions are special cases?	GR.28-32.5 Recognize special characteristics of	<ul style="list-style-type: none"> •SWBAT find the center/vertex of various conic sections by completing the square on 3 of 4 problems. •SWBAT write equations of various conic sections from

Conic Sections
Type: Unit Plan

<p>What are the similarities and differences between conic sections?</p>	<p>parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>NCP.24-27.6 Work problems involving positive integer exponents</p> <p>EEI.24-27.4 Add, subtract and multiply polynomials</p> <p>F.24-27.1 Evaluate polynomial functions, expressed in function notation, at integer values.</p>	<p>their graphs on 3 of 4 tries.</p> <ul style="list-style-type: none"> •SWBAT evaluate functions in function notation on 5 of 6 tries. •SWBAT understand composition of functions and combine functions by composition on 3 of 4 tries.
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> - Function Notation - Composite Functions - CONIC SECTIONS (writing equations and graphing) 	<ul style="list-style-type: none"> - Writing equations from graphs. - Identifying center/vertex from equation. - Completing the square to put equation in standard form in order to pull out vertex/center. - Evaluating compositions of functions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer

Conic Sections
Type: Unit Plan

		<input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Graphic organizer to compare/contrast conics 	<p>Materials</p> <p>Paper and scissors to make flip books for different types of conics.</p> <p>White boards w/ grids on one side, markers, erasers.</p> <p>Chart paper for graffiti place-mats, etc.</p> <p><u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets</p>	<p>Critical Vocabulary</p> <p><u>Key Terms:</u> parabola, hyperbola, ellipse, circle, conic</p>

Major Topics in Algebra Trig

Unit Dates: 3-17 to 4-29	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEA: There are certain skills that we MUST have in order to be successful on the ACT and in future math courses. We need to work on ironing out the kinks in those skills.</p> <p>All of this unit will be review, selecting the 20 or so skills that students really need to be successful in their math careers from this point forward. We will revisit each objective by being honest about what we know and don't know, and using skills we do have to give others context.</p>	Advanced Algebra Trig	25 days/class periods.

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What is our generalized problem solving process/approach?</p> <p>How can I keep track of when to use which skill?</p>	<p>Perform computations on data from tables and graphs</p> <p>Exhibit some knowledge of the complex numbers</p> <p>Multiply two complex numbers</p> <p>Combine like terms</p> <p>Solve routine first-degree equations</p> <p>Multiply two binomials</p> <p>Identify solutions to simple quadratic equations</p> <p>Add, subtract, and multiply polynomials</p>	<p>There are certain skills that can take us far in our math career if we have them down pat.</p> <p>When taking a test, we need to be able to pick out the ones we know!</p>

	<p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Solve quadratic equations</p> <p>Find solutions to systems of linear equations</p> <p>Determine the slope of a line from points or equations</p> <p>Evaluate quadratic functions, expressed in function notation, at integer values</p>	
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Slope</p> <p>Lines</p> <p>Systems of Equations</p> <p>Polynomials</p> <p>Functions & Function Notation</p> <p>Factoring</p> <p>Quadratics</p> <p>Complex Numbers</p> <p>Conic Sections</p>	<p>Solve multi-step equations</p> <p>Calculate averages (various unknowns)</p> <p>Find slope given two points</p> <p>Write equations of lines in slope intercept form (various unknowns)</p> <p>Graph a line in slope-intercept form</p> <p>Solve systems of equations with substitution</p> <p>Set up and solve systems of equations word problems</p> <p>Classify polynomials by degree or number of terms</p> <p>Add/subtract polynomials</p> <p>Evaluate functions in function notation</p> <p>Multiply polynomials (box method)</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p>

	<table border="1"> <tr><td>Multiply polynomials (box method)</td></tr> <tr><td>Factor using GCF</td></tr> <tr><td>Factor using difference of squares</td></tr> <tr><td>Factor $x^2 + bx + c$</td></tr> <tr><td>Factor $ax^2 + bx + c$</td></tr> <tr><td>Factor polynomials completely</td></tr> <tr><td>Solve quadratic equations by factoring</td></tr> <tr><td>Solve quadratic equations by completing the square</td></tr> <tr><td>Solve quadratic equations using the quadratic formula</td></tr> <tr><td>Evaluate powers of i</td></tr> <tr><td>Add/subtract complex numbers</td></tr> <tr><td>Multiply/divide complex numbers</td></tr> <tr><td>Solve quadratic equations having complex roots</td></tr> <tr><td>Graph/write equations of parabolas</td></tr> <tr><td>Graph/write equations of circles</td></tr> </table>	Multiply polynomials (box method)	Factor using GCF	Factor using difference of squares	Factor $x^2 + bx + c$	Factor $ax^2 + bx + c$	Factor polynomials completely	Solve quadratic equations by factoring	Solve quadratic equations by completing the square	Solve quadratic equations using the quadratic formula	Evaluate powers of i	Add/subtract complex numbers	Multiply/divide complex numbers	Solve quadratic equations having complex roots	Graph/write equations of parabolas	Graph/write equations of circles	<input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Multiply polynomials (box method)																	
Factor using GCF																	
Factor using difference of squares																	
Factor $x^2 + bx + c$																	
Factor $ax^2 + bx + c$																	
Factor polynomials completely																	
Solve quadratic equations by factoring																	
Solve quadratic equations by completing the square																	
Solve quadratic equations using the quadratic formula																	
Evaluate powers of i																	
Add/subtract complex numbers																	
Multiply/divide complex numbers																	
Solve quadratic equations having complex roots																	
Graph/write equations of parabolas																	
Graph/write equations of circles																	
<p>Instructional Strategies</p>	<p>Materials</p> <p>Brightstorm Videos for short review lessons.</p> <p>Chart paper for making posters and summarizing ideas (getting the big picture).</p> <p>Review sheets with problems students shouldn't know how to do in order to get in the habit of skipping problems.</p>	<p>Critical Vocabulary</p>															

Trigonometry
Type: Unit Plan

Trigonometry

Unit Dates: 5-2 to 5-20	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEA: Special right triangle ratios correspond to "special" points on the sinusoidal graphs of sin, cos, and tan.</p> <p>On the ACT, only basic trigonometric ideas are tested but for further mathematics, a deeper understanding of trigonometry is necessary. I'll try to build the cohesion between special right triangles, trigonometric functions, unit circle and sinusoidal functions.</p> <p>We'll start by splitting an equilateral triangle - this will form two 30-60-90 triangles and students can discover the ratios. We'll use these to create the ratios of trig functions - sin, cos, tan. We can then use these to literally build the unit circle. Using the unit circle, we'll create a table of the sin-cos-tan and then draw the sinusoidal graphs.</p> <p>Once again, this is an awesome way to connect graphs to tables to equations. Lastly, I'll try to make sinusoidal functions fun by studying real but highly accurate and predictable trigonometric functions like sunrise or sunset times, tides, etc.</p>	Advanced Algebra Trig	15 Days/Class periods

Standards

Trigonometry
Type: Unit Plan

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How does the unit circle map the way for the graphs of the trig functions sin, cos, and tan?</p> <p>Where can we find the ratios of special right triangles in our graphs of the trig functions sin, cos, and tan?</p>	<p>F.24-27.2 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths</p> <p>F.28-32.2 Apply basic trigonometric ratios to solve right-triangle problems</p> <p>F.33-36.2 Use trigonometric concepts and basic identities to solve problems</p> <p>F.33-36.3 Exhibit knowledge of unit circle trigonometry</p> <p>F.33-36.4 Match graphs of basic trigonometric functions with their equations</p>	<ul style="list-style-type: none"> - Find missing side lengths of right triangles. - Use inverse functions to find missing angles. - Apply Law of Sines. - Apply Law of Cosines. - Graph trigonometric functions sin, cos, tan. - Translate and reflect trigonometric functions. - Verify trigonometric identities. - Solve trigonometric equations. - Write trigonometric functions to model a reliable process.
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> - Right Triangles and Special Right Triangles - Radians/Degrees - Unit Circle - General Angles (i.e. Trig Functions not in special right triangles) - Graphing Calculators and Trig Functions - Trig Identities 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay

Trigonometry
Type: Unit Plan

		<input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
	<p>Graph paper & Gridded Whiteboards Trig identities Quizlet flashcards Construction Paper for special right triangle Jigsaw</p> <p><u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets</p>	<p><u>Key terms:</u> opposite, adjacent, hypotenuse, radian, inverse</p>

Statistics and Probability

Unit Dates: 5-23 to 6-10	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEAS: Probability is an incredibly powerful tool for predicting outcomes in the real world.</p> <p>Casinos and lotteries make money because they have probability on their side.</p> <p>Statistics is something that students will find interesting if taught through their real life situations –ex. how many combinations of peanut butter and jelly exist? As well as with social justice themes –stats of graduation rates vs. income, or employment by race, class, job type, gender, etc. Statistic labs can also be a great way to build understanding. While this can sometimes be a grab-bag of topics –it is fun and can be challenging. The ACT really emphasizes the multiple uses of averages so I'll be sure to hit on finding basic averages and finding missing values within an average formula.</p>	Advanced Algebra Trig	14 Days/Class periods

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do casinos make money?		- Apply counting principles

<p>How many 10-digit phone numbers are possible? Are we in danger of ever running out? How do we know?</p>	<p>PS.24-27.2 Manipulate data from tables and graphs</p> <p>PS.28-32.2 Interpret and use information from figures, tables and graphs</p> <p>PS.33-36.2 Analyze and draw conclusions based on information from figures, tables, and graphs.</p> <p>PS.16-19.5 Use the relationship between the probability of an event and the probability of its complement</p> <p>PS.24-27.3 Communicate straightforward probabilities for common situations</p> <p>PS.28.32.3 Apply counting techniques</p>	<ul style="list-style-type: none"> - Compute combinations - Compute permutations - Use Pascal's Triangle - Calculate conditional probability - Calculate marginal probability - Find basic averages - Find missing values within an average formula
<p>ILS</p>		

Content, Skills, Assessment


Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> - Fundamental Counting Principle - Permutations - Combinations - Averages (simple and complex) - Conditional Probability - Marginal Probability 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank

		<input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p> <p>Dice, cards, coins, etc. for examples/labs in class.</p> <p>Lottery tickets for each class after we work out how slim our chances of winning really are.</p> <p>Paper for making Pascal's Triangles.</p> <p><u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets</p>	<p>Critical Vocabulary</p> <p><u>Key Terms:</u> event, outcome, conditional probability, marginal probability</p>

English 1: English Language and Inquiry

September


Struggle, Survival, and Perseverance

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <p>1. The Outsiders (Language)</p> <ul style="list-style-type: none"> Informal Observations Quizzes on reading 5 paragraph writing assignments on personal struggle compare and contrast themes using Venn diagrams on TO and TMDG. creation of a song or poem explaining the plot of TO. reading journals that develop characters, plot, setting, theme <p>1. The Most Dangerous Game (Language)</p> <ul style="list-style-type: none"> Informal Observations Graffiti Maps on struggle Quizzes on reading 5 paragraph essay design a comic book of the major events, characters, setting in TMDG create a map of Shipwreck Island 	<p>Activities:</p> <p>Wordle for Jabberwocky Rough Drafts for 5 paragraph essays visual mapping of plot elements</p>	<p>Illinois Learning Standards:</p> <p></p> <p>College Readiness Standards:</p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> 202: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. 	<p>What types of struggles do teenagers go through?</p> <p>What struggles does society put on us?</p> <p>How can you overcome life's struggles?</p> <p>Why is survival so important?</p> <p>What does perseverance really mean?</p> <p>How is Ponyboy a survivor?</p>	<p>Concept or Big Ideas: Life is struggle and we must identify strategies in order to survive and persevere.</p> <p>Literature Content:</p> <ul style="list-style-type: none"> Analysis of plot Development of setting Analysis of character Analysis of voice and theme Five paragraph essay Narrative writing Definitions of Struggle, Survival, and Perseverance <p>English Content:</p> <ul style="list-style-type: none"> Application of parts of speech Narrative Writing Verb tense Appropriate word choice Verb/pronoun agreement <p>Key Terms:</p> <ul style="list-style-type: none"> plot

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> • critique of the ending on TMDG. <p>1. Jabberwocky and Parts of Speech (English)</p> <ul style="list-style-type: none"> • identify "gibberish" words and what part of speech they are. • replace the gibberish words with real words in the correct part of speech • create your own -wocky poem <p>1. English Content (CRS)</p> <ul style="list-style-type: none"> • Sample Explore and Plan reading passages 		<p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> • 302: Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. • 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives. • Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> • Use apostrophes to indicate simple possessive nouns. 		<ul style="list-style-type: none"> • setting • theme • voice • theme • perseverance

October


Vocabulary Lists #1 and #2

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> • picture definitions and oral quizzing • vocab detective slips • List tests 	<p>Activities:</p> <ul style="list-style-type: none"> • sentence creation • paragraph/story creation • word maps • visual thesaurus • wordle • quizlet 	<p></p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> • 202: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. • 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. • 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. • 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. <p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> • 302: Recognize and use the appropriate word in frequently confused 	<p>How can we use these words in our everyday lives?</p> <p>Where do you see these words daily?</p> <p>What types of relationships do you see with these words?</p>	<p>Concept or Big Idea: What do these words mean and what do their meanings look like?</p> <p>Content:</p> <ul style="list-style-type: none"> • determination of the POS • usage of words in sentences • visualization of word meanings <p>Key Terms:</p> <p>1. List #1</p> <ul style="list-style-type: none"> • grotesque • dumbfounded • feline • brutal • obese • gawk • annual • bicker • waiver • blunder • tyrant • toxic <p>1. List #2</p> <ul style="list-style-type: none"> • dictator • fragile

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>pairs such as there and their, past and passed, and led and lead.</p> <ul style="list-style-type: none"> 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives. Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> Use apostrophes to indicate simple possessive nouns. 		<ul style="list-style-type: none"> glutton intoxicated irate omen palatial prompt soothe swagger vast vivid

November

Vocabulary Lists #3 & #4


Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> picture definitions and oral quizzing vocab detective slips List tests 	<p>Activities:</p> <ul style="list-style-type: none"> sentence creation paragraph/story creation word maps visual thesaurus wordle 	<p></p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> 202: Revise shifts in verb tense between 	<p>How can we use these words in our everyday lives?</p> <p>Where do you see these words daily?</p> <p>What types of relationships do you see with these words?</p>	<p>Concept or Big Idea: What do these words mean and what do their meanings look like?</p> <p>Content:</p> <ul style="list-style-type: none"> determination of the POS

Month	Essential Questions	Assessment	Content & Resources	Skills
	<ul style="list-style-type: none"> quizlet 	<p>simple clauses in a sentence or between simple adjoining sentences.</p> <ul style="list-style-type: none"> 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. <p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> 302: Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and 		<ul style="list-style-type: none"> usage of words in sentences visualization of word meanings <p>Key Terms:</p> <ol style="list-style-type: none"> List #3 List #4

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>superlative adjectives.</p> <ul style="list-style-type: none"> Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> Use apostrophes to indicate simple possessive nouns. 		

December


Forgiveness and Gratitude

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>1. Thank You Ma'am</p> <ul style="list-style-type: none"> Oral reading of text Plot storyboard Thank you letter to Mrs. Jones Letter to Roger Response to African Proverb "It Takes a Village" Character sketches <p>1. Gift of the Magi</p> <ul style="list-style-type: none"> Oral reading of text Plot storyboard Description of Della and James' relationship and 	<p>Oral read alouds</p> <p>Concept mapping</p> <p>vocabulary definitions/examples</p> <p>Adapted reader</p> <p>Visual representations in pictures/videos</p>	<p></p> <p><u>College Readiness Standards:</u></p> <p>Organization, Unity, and Coherence</p> <ul style="list-style-type: none"> 403: Add a sentence that introduces a simple paragraph. 503: Add a sentence to introduce or conclude the essay to provide a transition between paragraphs when the essay is fairly straightforward. <p>Word Choice in terms of style,</p>	<p>What are "forgiveness" and "gratitude"?</p> <p>How do we show thanks for the things we have?</p> <p>Why is it important to forgive?</p> <p>What is the importance of a gift?</p> <p>What's better, "to give" or "to receive"?</p>	<p>Literature Content:</p> <ul style="list-style-type: none"> Analysis of plot Development of setting Analysis of character Analysis of voice and theme Analysis of Irony and ambiguity Five paragraph essay Narrative writing Expository writing Definitions of Forgiveness and Gratitude`1 <p>English Content:</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>love for each other</p> <ul style="list-style-type: none"> • Socratic Seminar in response to the theme of "Magi" <p>1. A Christmas Memory</p> <ul style="list-style-type: none"> • Oral reading of text • Character Analysis of Buddy and his Cousin • Holiday traditions journaling 		<p>tone, clarity and economy</p> <ul style="list-style-type: none"> • 202:Revise vague nouns and pronouns that create obvious logic problems. • 403:Determine the clearest and most logical conjunction to link clauses. <p>Sentence Structure and Formation</p> <ul style="list-style-type: none"> • 201:Use conjunctions or punctuation to join simple clauses. • 301:Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences. • 502:Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. <p>Conventions of Usage</p> <ul style="list-style-type: none"> • 302:Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. • 501:Ensure that a pronoun 		<ul style="list-style-type: none"> • Application of parts of speech • Narrative Writing • Verb tense • Appropriate word choice • Verb/pronoun agreement <p>Key Terms:</p> <ul style="list-style-type: none"> • plot • setting • theme • voice • theme • gratitude and forgiveness

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>agrees with its antecedent when the two occur in separate clauses or sentences.</p> <ul style="list-style-type: none"> • 402:Ensure that a verb agrees with its subject when there is some text between the two. <p>Conventions of Punctuation</p> <ul style="list-style-type: none"> • 503:Use apostrophes to indicate simple possessive nouns. • 201>Delete commas that create basic sense problems (e.g. between verb and direct object). • 301:Provide appropriate punctuation in straightforward situations (e.g. items in a series). • 302>Delete commas that disturb the sentence flow (e.g. between modifier and modified element). • 401:Use commas to set off simple parenthetical phrases. • 402>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g. between verb and direct object clause 		

Vocabulary Lists #5 & #6

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> • picture definitions and oral quizzing • vocab detective slips • List tests 	<p>Activities:</p> <ul style="list-style-type: none"> • sentence creation • paragraph/story creation • word maps • visual thesaurus • wordle • quizlet 	<p></p> <p><u>Sentence Structure and Formation:</u></p> <ul style="list-style-type: none"> • 202: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. • 302: Decide the appropriate verb tense and voice by consider the meaning of the entire sentence. • 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. • 602: Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. <p><u>Conventions of Usage:</u></p> <ul style="list-style-type: none"> • 302: Recognize and use the appropriate word in frequently confused 	<p>How can we use these words in our everyday lives?</p> <p>Where do you see these words daily?</p> <p>What types of relationships do you see with these words?</p>	<p>Concept or Big Idea: What do these words mean and what do their meanings look like?</p> <p>Content:</p> <ul style="list-style-type: none"> • determination of the POS • usage of words in sentences • visualization of word meanings <p>Key Terms:</p> <ol style="list-style-type: none"> 1. List #5 1. List #6

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>pairs such as there and their, past and passed, and led and lead.</p> <ul style="list-style-type: none"> 201: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives. Ensure that a verb agrees with its subject when there is some text between the two. <p><u>Conventions of Punctuation:</u></p> <ul style="list-style-type: none"> Use apostrophes to indicate simple possessive nouns. 		

January

Latin and Greek roots and Goal Setting

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> Greek/Latin root charts. Root word superheroes Greek/Latin root word comic strips quiz test <ul style="list-style-type: none"> list of academic goals for 	<p>graphic organizers</p> <p>collaborative grouping</p> <p>story writing</p>	<p><u>College Readiness Standards:</u></p> <p>Organization, Unity, and Coherence</p> <ul style="list-style-type: none"> 403: Add a sentence that introduces a simple paragraph. 	<p>What root words are common in the English language and how can we use them effectively.</p> <p>What goals do you have for the new year?</p>	<ul style="list-style-type: none"> All Latin and Greek roots Goal setting strategies 5 paragraph essays plot and story writing.

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>the new year</p> <ul style="list-style-type: none"> list of personal goals for the new year word collage 		<ul style="list-style-type: none"> 503: Add a sentence to introduce or conclude the essay to provide a transition between paragraphs when the essay is fairly straightforward. <p>Word Choice in terms of style, tone, clarity and economy</p> <ul style="list-style-type: none"> 202: Revise vague nouns and pronouns that create obvious logic problems. 403: Determine the clearest and most logical conjunction to link clauses. <p>Sentence Structure and Formation</p> <ul style="list-style-type: none"> 201: Use conjunctions or punctuation to join simple clauses. 301: Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences. 502: Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. <p>Conventions of Usage</p>		

Month	Essential Questions	Assessment	Content & Resources	Skills
		<ul style="list-style-type: none"> • 302:Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead. • 501:Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences. • 402:Ensure that a verb agrees with its subject when there is some text between the two. <p>Conventions of Punctuation</p> <ul style="list-style-type: none"> • 503:Use apostrophes to indicate simple possessive nouns. • 201>Delete commas that create basic sense problems (e.g. between verb and direct object). • 301:Provide appropriate punctuation in straightforward situations (e.g. items in a series). • 302>Delete commas that disturb the sentence flow (e.g. between modifier and modified element). • 401:Use commas to set off simple parenthetical phrases. 		

Month	Essential Questions	Assessment	Content & Resources	Skills
		<ul style="list-style-type: none">402:Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g. between verb and direct object clause)		

Harlem Renaissance and Poetry
Type: Unit Plan

Harlem Renaissance and Poetry

Unit Dates: 2-7 to 4-1	Class: English 1: English Language and Inquiry	Sections: Period 2, Period 5, Period 8
Teachers:		

Unit Description	Course	Length of Unit
Students will honor African-American History month with a unit that focuses on the Harlem Renaissance and prominent African American poets and authors.	Survey of Literature	6 week long unit

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under</p>

Harlem Renaissance and Poetry
Type: Unit Plan

<p>investigation.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How have African-American poets influenced modern day artists?</p>	<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p>	<p>Students will understand the historical context of the poetry of the Harlem Renaissance.</p> <p>SWBAT analyze poetry of the HR and understand and apply poetic literary elements.</p>

	<p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p>	
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	<p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p>	
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	<p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening Comprehension and Collaboration</p>	
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	<p>Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p>	
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	<p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p>ILS</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p>		

Harlem Renaissance and Poetry
Type: Unit Plan

<p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>		
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Harlem Renaissance and Poetry
Type: Unit Plan

<p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p>		
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Harlem Renaissance and Poetry
Type: Unit Plan

<p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening Comprehension and Collaboration</p>		
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<p>Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p>		
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Harlem Renaissance and Poetry
Type: Unit Plan

<p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Various poems by Langston Hughes, Countee Cullen, Zora Neal Hurston, as well as more modern day African-American poets.</p>	<p>Critical thinking skills Creative writing skills Literary elements</p>	<p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p>

Harlem Renaissance and Poetry
Type: Unit Plan

		<ul style="list-style-type: none"><input type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Project<input type="checkbox"/> Reflective Essay<input type="checkbox"/> Short Answer<input type="checkbox"/> Constructed Response<input type="checkbox"/> Creative Performance or Exhibition<input type="checkbox"/> Essay<input type="checkbox"/> Fill in the Blank<input type="checkbox"/> Graphic Organizer<input type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input type="checkbox"/> Matching<input type="checkbox"/> Multiple Choice<input type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input type="checkbox"/> Performance Task<input type="checkbox"/> Portfolio<input type="checkbox"/> Quiz<input type="checkbox"/> Rubric<input type="checkbox"/> Self Evaluation<input type="checkbox"/> Structured Interview<input type="checkbox"/> Textbook/Workbook Problems<input type="checkbox"/> True/False
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Harlem Renaissance and Poetry
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• note taking• small group instruction• project creation• modeling	Various poems and visual media	

Shakespeare and Romeo & Juliet
Type: Unit Plan

Shakespeare and Romeo & Juliet

Unit Dates: 4-4 to 6-17	Class: English 1: English Language and Inquiry	Sections: Period 2, Period 5, Period 8
Teachers:		

Unit Description	Course	Length of Unit
Students will study Shakespeare's sonnets and the drama of Romeo & Juliet.	Survey of Literature	Unit will last 10-11 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Anchor Standard RL.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>

Shakespeare and Romeo & Juliet
Type: Unit Plan

<p>Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Anchor Standard L.CCR.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>		
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do Shakespeare's poems and dramas endure over		SWBAT analyze Shakespeare's sonnets for style,

<p>time?</p>	<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p>	<p>structure, and theme.</p> <p>SWBAT analyze Romeo & Juliet and compare its themes to modern day events.</p>
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	<p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Anchor Standard RL.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity</p>	
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	<p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p>	
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	<p>Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
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	<p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p>	
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	<p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>Anchor Standard L.CCR.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.</p> <p>Vocabulary Acquisition and Use</p>	
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	<p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Anchor Standard L.CCR.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	
ILS		
CC_Common_Core_State_Standar		

<p>ds - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p>		
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Shakespeare and Romeo & Juliet
Type: Unit Plan

<p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p>		
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Content, Skills, Assessment

Shakespeare and Romeo & Juliet
Type: Unit Plan

Content	Skills and Integrated Skills	Assessment II
	Critical thinking skills Analytical language skills Poetic structure skills	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation


Shakespeare and Romeo & Juliet
 Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Small group instruction • Think Pair Share • visual media • audio media • socratic discussion 	Textbook with Sonnets and drama of R&J Various supporting texts.	

English II: American Literature

September


The American Dream

Month	Essential Questions	Assessment	Content & Resources	Skills
FORMATIVE ASSESSMENTS •Scene Questions •Dreamwork Activity •Class Discussions •Journals SUMMATIVE ASSESSMENTS •Quizzes •Tests •Writing Project	•Journals •Modeling •Class Discussions •Utilize a graphic organizer •"The Child's Dream" •Dreamwork Activity •A Raisin in the Sun Movie •Analyze Fantasia's song "I Believe" •Analyze "A Dream Deferred" by Langston Hughes	 •Identify and analyze the conflicts within the Younger family Compare/contrast character motives Identify and explain the elements of plot within a piece of literature •Develop a thesis and support your opinion using a five paragraph essay	1. What is "The American Dream"? 2. Do we have control over our own success? 3. What are some barriers in today's society that may affect the progress of our dreams? 4. Can money buy happiness? 5. What are my dreams for the future? 6. What must happen for "The American Dream" to come true?	People who realize "The American Dream" discover they are in control of their own destiny. •Drama •Conflict •Resolution •Character motives •Setting •Plot •Ambition •"The American Dream" •A Raisin in the Sun Vocabulary •The Writing Process

English II: American Literature

October

The Power of Words

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative Assessments Observations Discussions Exit slips</p> <p>Summative Assessments Completion of a five paragraph essay</p>	<p>Daily writing assignments</p> <p>Socratic Discussions</p> <p>Modeling</p> <p>State your position activity</p> <p>Persuasive graphic organizer</p> <p>Persuasive outline</p> <p>Gallery walk</p>	<p></p> <p>502-Delete material primarily because it disturbs the flow and development of a paragraph</p> <p>502-Identify and correct ambiguous pronoun references.</p> <p>501-Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.</p> <p>601-Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.</p> <p>603-Use an apostrophe to show possession, especially with irregular plural nouns.</p>	<p>How do you make people believe you?</p> <p>What strategies can you use to effectively persuade other people?</p>	<p>In order to be persuasive one must have a focused idea and develop it by using strong supporting evidence.</p> <p>Topic Development</p> <p>Organization, unity and coherence</p> <p>Word choice in terms of style, tone and economy</p> <p>Sentence structure and formation</p> <p>Conventions of usage</p> <p>Conventions of punctuation</p>

English II: American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills

November
Choices

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Formative Assessments</p> <p>Journal activities</p> <p>Higher order thinking questions</p> <p>Discussions</p> <p>Write a diary for one of the characters</p> <p>Design a movie poster for one of the stories</p> <p>Write a one page "pitch" to a producer explaining why the story would or would not make a great movie.</p>	<p>Group work</p> <p>Identify main idea using a highlighter</p> <p>Individual reading</p> <p>Higher-order thinking questions</p> <p>Journal activities</p> <p>Reader's response</p> <p>Draw a series of pictures illustrating the story or main events of the story</p> <p>Write a diary for one of the</p>	<p>Reading</p> <p>501(Main Idea)-Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>502(Main Idea)-Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>601(Supporting Details)Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>501(MOV)Use context to determine the appropriate</p>	<p>What strategies can I use to make good choices?</p> <p>How do the choices I make affect me?</p> <p>How does the author's purpose help us understand the text?</p>	<p>The choices that you make as a teen will influence the rest of your life.</p> <p>To determine author's purpose we look for main idea and supporting details</p> <p>Characterization Main Idea Supporting Details Author's Purpose</p> <p>Key Terms Inference Main Idea</p>

English II: American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Summative Assessment I will give students various choices and they can choose which one they want to do for their summative assessment</p> <ul style="list-style-type: none"> • Draw a series of pictures illustrating the story or main events of the story • Draw a timeline for major events in the story • Create an individual or class collage around themes or characters in the book. • Movie previews always offer a quick sequence of the best moments that make us want to watch it – storyboard or narrate the scenes for your trailer. Focus on verbs. • Create a collage around themes or characters in the book. 	<p>characters</p> <p>Design a movie poster for one of the stories</p> <p>Draw a timeline for major events in the story</p> <p>Various anchoring activities for differentiated instruction</p> <p>Write a one page "pitch" to a producer explaining why the story would or would not make a great movie.</p> <p>Students gather in groups to discuss the text and then report out to the class for full-class discussion.</p> <p>Create an individual or class collage around themes or characters in the book.</p> <p>Movie previews always offer a quick sequence of the best moments that make us want to watch it – storyboard or narrate the scenes for your trailer. Focus on verbs.</p> <p>Create a collage around themes or characters in the book.</p>	<p>meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Writing 301 (Topic Development)- Identify the basic purpose or role of a specified phrase or sentence</p>		<p>Supporting Details Interpretation</p>

English II: American Literature


December
Who Am I?

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>FORMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> •Class Discussions •Quizzes •Writing Workshops •Grammar Assignments 	<ul style="list-style-type: none"> •Class Discussions •Read excerpts from various autobiographies and biographies •Write various short essays about certain aspects of their life •Research a role model 	<p>Draw generalizations and conclusions about people, ideas and so on in more challenging passages</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>	<ol style="list-style-type: none"> 1. Who are we? 2. Who would we like to be? 3. How do we discover who we are? 4. To what extent does our past influence the way we are today? 	<ul style="list-style-type: none"> •Prewriting •Brainstorming •Revising •Editing •Autobiography •Biography
<p>SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> •Final Autobiography Project 	<ul style="list-style-type: none"> •Oral presentation •Mini lesson on combining sentences (Language Network) •Mini lesson on revising redundant phrases •Mini lesson on using apostrophes to show possession •Mini lesson on past and past participle forms 	<p>Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of.</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns.</p>		

English II: American Literature

January

Beauty is in the Eye of the Beholder

Month	Essential Questions	Assessment	Content & Resources	Skills
Quizzes	Journal entries		What are the common poetic devices?	Couplet
Test	Grammar worksheets	Benchmark 1.C.4b Explain and justify an interpretation of a text		Haiku
Poetry definition	Reader's response	Benchmark 1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	What are the different types of poems?	Free Verse
Exit slips	Gallery walk			Stanza
Observations	Brave New Voices Video		What is the difference between poetry and prose?	Rhyme
Class poem	Poetry scavenger hunt	Benchmark 1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	Why do poets "talk in code" or have a	Sonnet
Final poetry project	Oral Presentation		What is the purpose of reading or writing poetry?	Alliteration
	Various poetry assignments	Benchmark 2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.	What defines a piece of writing as poetry?	Simile
			Is there a right or wrong way to interpret poetry?	Metaphor
			How can I interpret and explain the complex language of poetry?	Personification
				Onomatopoeia

Beauty is in the Eye of the Beholder
Type: Unit Plan

Beauty is in the Eye of the Beholder

Unit Dates: 1-24 to 3-4	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
In this unit students will learn about the elements of poetry while analyzing poems. Students will gain a greater appreciation for the art of poetry. This unit will require students to read various poems by a variety of authors as well as write their own poems. Students will be responsible for completing a several assignments and poetry readings within this unit. This unit will also contain a few mini grammar lessons. There will be a cumulative project at the end of this unit that will allow students to demonstrate their understanding of various poetic devices while using the analytical skills they have gained to compose their own poems.	American Literature	4 Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>

Beauty is in the Eye of the Beholder
Type: Unit Plan

speaking to support conclusions drawn from the text.
Grade Level Standard 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.
Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What is the purpose of reading or writing poetry?</p> <p>What defines a piece of writing as poetry?</p> <p>What are the common poetic devices?</p> <p>Is there a right or wrong way to interpret poetry?</p>	Standards are Above	<p>Identify historically significant poets and compare the form and devices used.</p> <p>Literary Response and Analysis - Students read and respond to historically or culturally significant works of literature that reflect and enhance history and social science. They clarify the ideas and connect them to other literary works.</p> <p>Analyze the use of rhetorical devices</p>
<p>ILS</p> <p>Standards are Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Chicago by Carl Sandburg</p> <p>Adolescence----III by Rita Dove</p> <p>To My Dear and Loving Husband by Anne Bradstreet</p> <p>Upon the Burning of My House by Anne Bradstreet</p> <p>Langston Hughes</p>	<p>Uses poetic devices and figurative language to add complexity and connotative meaning to the poem</p> <p>Exhibits higher level thinking and originality</p> <p>Uses precise, concrete and active word choice to create mood/tone</p> <p>Uses various sentence structures to create flow and pacing</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p>

Beauty is in the Eye of the Beholder
Type: Unit Plan

	<p>Utilizes sensory detail writing and figurative language to add color and vivacity to writing</p> <p>Self-monitors and self-corrects grammar and writing conventions</p>	<input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Journal Entries • Grammar Worksheets • Reader's Response • Gallery Walk • Brave New Voices Video • Poetry Scavenger Hunt • Oral Presentation • Various Poetry Assignments 	<p>Materials</p> <p>Poetry Worksheets</p> <p>Brave New Voices Video</p> <p>Grammar Worksheets</p> <p>Jeopardy Poetry Game</p>	<p>Critical Vocabulary</p> <p>Couplet</p> <p>Haiku</p> <p>Free Verse</p> <p>Stanza</p> <p>Rhyme</p>

Beauty is in the Eye of the Beholder
Type: Unit Plan

		Sonnet Alliteration Simile Metaphor Personification Onomatopoeia
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Choices
Type: Unit Plan

Choices

Unit Dates: 2-28 to 3-25	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
It is important that students are exposed to many different aspects of writing. The short story is a very manageable segment of writing. This unit gives students a chance to cultivate writing skills in a creative way. This unit also enhances students' analytical skills by identifying the various elements contained within the short story. Students will read short stories that are centered on the choices that teens are sometimes forced to make.	American Literature	4 Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p>
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Choices
Type: Unit Plan

<p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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> <p>W.9-10.1.d 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.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Grade Level Standard 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.9-10.2.a 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>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What strategies can I use to make good choices?</p> <p>How do the choices I make affect me?</p> <p>How does the author's purpose help us understand the text?</p>	<p>Standards Are Above</p>	<p>By the end of this unit students will have:</p> <p>Been exposed to the elements of the short story.</p> <p>Further developed functional writing skills in accordance with their ability.</p> <p>Read a selection of short stories.</p> <p>Had experience in creatively writing a short story.</p>

Choices
Type: Unit Plan

		An understanding of how the choices they make as teens will inevitably affect their future
ILS		
Standards are Above		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>The choices that you make as a teen will influence the rest of your life.</p> <p>To determine author's purpose we look for main idea and supporting details</p> <p>Characterization Main Idea Supporting Details Author's Purpose</p> <p>Key Terms Inference Main Idea Supporting Details Interpretation</p>	<p>Evaluate mainidea for author's purpose</p> <p>Identify author's purpose in a short story</p> <p>Analyze elements of a short story to identify theme</p> <p>Compose a short story that includes most of the short story element</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input checked="" type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p>

Choices
Type: Unit Plan

		<input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> • Group Work • Identify Main Idea using a Highlighter • Individual Reading • Journal Activities • Reader's Response • Draw a series of pictures illustrating the story or main events of the story • Write a diary for one of the chracters • Design a movie poster for one of the stories • Design a timeline for major events in the story • Write a one page to a producer explaining why the story would or would not make a great movie • Students gather in groups to discuss the text and then report to the class for full class discussion • Create an individual or class collage around themes or characters in the story • Movie previews always offer a quick sequence of the best moments that make us want to watch it – storyboard or narrate the scenes for your trailer. Focus on verbs. • Create a collage around themes or characters in the book. 	<p>Short Stories</p> <p>Quizzes</p> <p>Journals</p> <p>Assignment/Project Guidelines</p> <p>Assignment/Project Rubric</p> <p>Art Supplies</p>	<p>Exposition</p> <p>Plot</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Characterization</p> <p>Point of View</p> <p>Theme</p>

Character Education/Composition
Type: Unit Plan

Character Education/Composition

Unit Dates: 3-28 to 4-15	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
This unit prepares students to utilize information that is presented in various types of nonfiction material.	American Literature	Three Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p> <p>Anchor Standard R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor Standard R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>

<p>speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p> <p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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>Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Grade Level Standard 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.</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.b 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> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Grade Level Standard 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>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How does the selection and use of information lead to better understanding and broader perspectives on a variety of issues?</p> <p>What are the characteristics and purpose of non-fiction?</p>	Standards are Above	<p>Identify and explain several non-fiction genres</p> <p>Identify the 5 w's (who, what, when, where, why) within non-fiction texts</p>
<p>ILS</p> <p>Standards are Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Nonfiction</p> <p>Informational text</p> <p>Biography/Autobiography</p> <p>Reference text</p> <p>How to/Procedural text</p>	<p>Identify and analyze literary elements</p> <p>Write responses that contain support</p> <p>Analyze plot and complete a Freytag diagram</p> <p>Distinguish between fact and fiction</p> <p>Use reading strategies before, during and after reading to improve comprehension</p> <p>Recognize and describe patterns in writing.</p> <p>Revise predictions based on what you read</p> <p>Make connections--text-to-text, text-to-self, text to world</p> <p>Identify and apply FAT-P (form, audience, topic, purpose) during the prewriting stage.</p> <p>Write an effective introductory paragraph for a variety of purposes and audiences</p> <p>Identify and analyze indirect and direct character traits</p> <p>Use text features to locate information quickly and with ease</p> <p>Identify and explain author's tone</p> <p>Apply vocabulary in context</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input checked="" type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input checked="" type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input checked="" type="checkbox"/> Graphic Organizer</p> <p><input checked="" type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p>

Character Education/Composition
Type: Unit Plan

		<input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Review/Check for prior knowledge • Direct instruction • Guided Practice • Independent practice • Modeling • Group/individual instruction • Bloom's questioning • Graphic organizers • Cooperative learning • Critiquing activities 	<p>Materials</p> <p>The Language of Literature *Stride Toward Freedom by Martin Luther King (Pg. 300) *Protect Ourselves by Malcolm X (Pg. 305)</p> <p>Informational articles</p> <p>Magazines</p> <p>Newspapers</p>	<p>Critical Vocabulary</p> <p>Predict</p> <p>Verify</p> <p>Support</p> <p>Revise</p> <p>Fact</p> <p>Opinion</p> <p>Claim</p> <p>Distinguish</p> <p>Prove</p>

Novel
Type: Unit Plan

Novel

Unit Dates: 4-25 to 5-27	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
<i>The Bluest Eye</i> explores the devastating effects of the cyclical nature of racism. This novel needs to be taught in order for students to understand how literature relates to their lives. The connection between the pages of the novel into their own world can only be made with the emotional and incredibly moving scenes that have been challenged.	American Literature	4 Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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>

Novel
Type: Unit Plan

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do we determine beauty? What is beauty?</p> <p>How are people treated based on their appearance? Why do we treat people differently?</p> <p>Why do we tell stories?</p> <p>What heroism can be found in acceptance?</p>	<p>Standards Are Above</p>	<p>How standards of beauty and acceptance are determined on our society.</p> <p>The plot and characters of <i>The Bluest Eye</i>.</p>
<p>ILS</p> <p>N/A</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Literal and inferential comprehension.</p> <p>Point of view</p> <p>Tone</p> <p>Figurative language</p>	<p>Evaluate media messages and create a public policy to address a society issue.</p> <p>Analyze the effect of beauty and acceptance in our culture.</p> <p>Synthesize ideas from various sources to create a position paper.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p>

Novel
Type: Unit Plan

<p>Figurative language</p> <p>Plot</p> <p>Drawing conclusions</p> <p>Grammar and mechanics of standard American English</p> <p>The Writing Process</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> • Bloom's Taxonomy 	<p>The Bluest Eye Novel</p>	<p>The Bluest Eye Vocabulary</p>

Novel
Type: Unit Plan

<ul style="list-style-type: none">• Socratic Questioning• Chunk-Chew-Check For Understanding• Think-Pair-share• No opt out	Discussion Questions Assignment Handouts	
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Expository Essay
Type: Unit Plan

Expository Essay

Unit Dates: 5-30 to 6-10	Class: English II:American Literature	Sections: 2,5,7,8
Teachers:		

Unit Description	Course	Length of Unit
This unit will prepare students for writing college essays. They will be expected to choose a topic and write an expository essay on it. This unit will be centered on the writing process. We will use the Step Up To Writing Program as tool. In addition, students will be required to type their essay. They will receive a rubric that outlines each requirement.	American Literature	Two Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Grade Level Standard 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.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics</p>
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Expository Essay
Type: Unit Plan

<p>(e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.b 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.9-10.2.c 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.9-10.2.f 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).</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Grade Level Standard L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do I remain objective when writing an expository essay?</p> <p>How can I incorporate correct grammar conventons in my writing?</p>	<p>Standards are Above</p>	<p>To guide students through the process of composing a five paragraph expository essay.</p> <p>To give students the basic skeleton of an essay with an understanding that they will add to and individualize this structure as they become more developed writers.</p> <p>To take students through the writing process of brainstorming, drafting, editing, and finalizing.</p> <p>To teach students how to form an introduction, thesis statement, supporting paragraphs, and a conclusion.</p> <p>To teach them how to transition between paragraphs.</p>
<p>ILS</p> <p>Standards are Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Introduction</p> <p>Thesis</p>	<p>Write to express a viewpoint</p> <p>Synthesize ideas from different sources</p> <p>Utilize transitions to connect ideas and paragraphs</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p>

Expository Essay
Type: Unit Plan

<p>Support for position</p> <p>Evidence/Examples</p> <p>Conclusion</p>	<p>Use correct grammar, spelling, punctuation, capitalization and structure</p> <p>Organize ideas with unity and coherence</p> <p>Develop ideas with supporting details</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
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Expository Essay
 Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Direct instruction • Investigate/Observe • Modeling • Guided Practice • Independent Practice • Utilize Graphic Organizers • Step UP To Writing Program 	<p>Step Up To Writing Tools</p> <p>Essay topics</p> <p>Rubric</p> <p>Technology</p>	<p>Thesis statement</p> <p>Introduction</p> <p>Main points</p> <p>Conclusion</p>

English IV: World Literature

September

Meeting the Challenge

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Expressing Your Ideas</p> <p>Writer's Notebook</p> <p>Literary Focus</p> <p>Vocabulary Study</p>	<p>Expository Writing</p> <p>Journal prompts</p> <p>Characterization</p> <p>Research</p> <p>Concept Maps</p>	<p>Find main ideas and supporting details</p> <p>Write focused paragraphs</p> <p>Punctuate quotations from literature</p> <p>Analyze cause and effect</p> <p>Illinois Learning Standards:</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p>	<p>How are the pursuits of individual goals influenced by a larger cultural context?</p>	<p>Concept: Reading a short story</p> <p>Short stories expository writing</p> <p><i>Things Fall Apart</i></p> <p><i>Master Harold...and the Boys</i></p> <p><i>"Telephone Conversations"</i></p> <p>Key Terms: <i>Expository</i> <i>Plot</i> <i>Setting</i> <i>Theme</i> <i>Characters</i> <i>Pt. of View</i> <i>Proverbs</i></p>

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Reading: column 1- main ideas column 2- supporting details column 3- sequencing, comparisons, cause/effect column 4- meanings of words column 5- generalizations and conclusions</p> <p>Writing: column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

October

Trying to Beat the Odds

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas Writer's Notebook Literary Focus Vocabulary Study	Expository Writing Journal prompts Characterization Research Concept Maps	Find main ideas and supporting details Write focused paragraphs Punctuate quotations from literature Analyze cause and effect Illinois Learning Standards: State standard 1: read with understanding and fluency State standard 2: read and understand literature representative of various societies, eras, & ideas State standard 3: write to communicate for a variety of purposes State standard 4: listen and speak effectively in a variety of situations State standard 5: use the language arts to acquire, assess, and communicate information College Readiness Standards: English:	How can individuals succeed through their wits or by sheer luck to beat the odds?	Concept: Reading a short story Short stories Persuasive writing <i>Like Water for Chocolate</i> or work by Isabel Allende "The Handsomest Drown Man in the World" Gabriel Garcia Marquez poems using both Octavio Paz and Pablo Neruda Key Terms: Plot Setting Flashback Mood Conflict Symbolism

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Writing:</p> <p>column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

November

Dealing with Consequences

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas	Expository Writing	Find main ideas and supporting details	What examples in literature illustrate that people act without considering the consequences?	Concept: Reading a short story
Writer's Notebook	Journal prompts	Write focused paragraphs		short stories poems expository writing
Literary Focus	Characterization	Punctuate quotations from literature		
Vocabulary Study	Research	Analyze cause and effect		selections from
	Concept Maps			
		Illinois Learning Standards:		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p>		<p><i>Epic of Gilgamesh</i></p> <p><i>Life of Pi</i></p> <p><i>Teacher's Choice of Hebrew lit: Flood Story, "Book of Ruth," "Book of Job," or "David and Goliath"</i></p> <p>Key Terms: Irony Mood Conflict Inference</p>

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Writing:</p> <p>column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

December

Making Judgements

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas	Write realistic dialogue	Use parallel structure	How are our lives at the mercy of those who judge us?	Concept: Reading a play
Writer's Notebook	Analyze timelines	Correct use of adjectives and adverbs		Plays Essays Narrative Writings Short Stories
Literary Focus	Expository Writing	Explore stereotypes		<i>"Twelve Angry Men"</i> <i>"The Aeneid"</i>
Vocabulary Study	Journal prompts			
	Characterization	Illinois Learning Standards:		Key Terms:
	Research	State standard 1: read with understanding and fluency		Protagonist Antagonist Allusion Personify
	Concept Maps	State standard 2: read and		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure</p>		<p>Interactions</p>

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading:</p> <p>column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p> <p>Writing:</p> <p>column 1- expressing judgment</p> <p>column 2- focusing on a topic</p> <p>column 3- developing a position</p> <p>column 4- organizing ideas</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		column 5- using language		

January

Beneath the Surface

Month	Essential Questions	Assessment	Content & Resources	Skills
Expressing Your Ideas	Write realistic dialogue	Use parallel structure	Do you rely on first impressions or base judgement on second thoughts?	Concept: Reading a play plays short stories essays poems Key Terms: Type Casting Farce Tone Plot (conflict, climax, resolution) Puns Narrator Foreshadowing
Writer's Notebook	Analyze timelines	Correct use of adjectives and adverbs		
Literary Focus	Expository Writing	Explore stereotypes		
Vocabulary Study	Journal prompts			
	Characterization			
	Research			
	Concept Maps			
		Illinois Learning Standards: State standard 1: read with understanding and fluency State standard 2: read and understand literature representative of various societies, eras, & ideas State standard 3: write to communicate for a variety of purposes State standard 4: listen and speak effectively in a variety of situations State standard 5: use the		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p>		

English IV: World Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>Reading: column 1- main ideas column 2- supporting details column 3- sequencing, comparisons, cause/effect column 4- meanings of words column 5- generalizations and conclusions</p> <p>Writing: column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

Latino Literature
Type: Unit Plan

Latino Literature

Unit Dates: 1-3 to 2-7	Class: English IV: World Literature	Sections: World Literature
Teachers:		

Unit Description	Course	Length of Unit
Through Hispanic literature, students have an opportunity to discover how others have resolved conflicts, internal and external, and to evaluate the impact of personal decisions. The lessons incorporate real-life conflicts facing adolescents today.	World Literature	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Craft and Structure</p> <p>Anchor Standard R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or</p>

Latino Literature
Type: Unit Plan

speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Craft and Structure

Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard 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.

Range of Reading and Level of Text Complexity

Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade Level Standard 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. 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Does your neighborhood define you?		Identify and make predictions about characters
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Novel- House on Mango Street	Identify and respond to literary elements Write focused paragraphs Punctuate quotations from literature Analyze themes Make predictions	<input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition

Latino Literature
Type: Unit Plan

		<input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • positive framing • what to do • Q.A.R. • 100% 	<p>Materials</p> <p>Novel- House on Mango Street</p> <p>Graphic Organizers</p>	<p>Critical Vocabulary</p> <p>criticism</p> <p>interpretation</p> <p>memoir</p> <p>vignette</p>

African-American Women in Literature

Unit Dates: 2-1 to 2-28	Class: English IV: World Literature	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
The purpose of this unit will be not only to show the viewpoints of women in history but specifically African American women throughout the history of the United States. By looking at the varying issues of these minority women and exploring the social and historical context in which they wrote, the student will be able to gain an intricate understanding of not only of different genres of literature but also of the emotional and social implications of the written text. By deeply examining the text and its cultural context, the students will learn to better analyze future texts. In this unit, the student will also be discussing the texts through written and oral arguments in order to explore their own beliefs and thoughts about the struggles and arguments of the women we are discussing.	World Literature	Four Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Strand W Writing</p> <p>Range of Writing</p> <p>Anchor Standard W.CCR.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> <p>Strand SL Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Strand L Language</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
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CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand R Reading

RL Literature

Key Ideas and Details

Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Craft and Structure

Anchor Standard RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade Level Standard 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.

Range of Reading and Level of Text Complexity

Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade Level Standard 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. 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.

Strand W Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard 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.

W.11-12.1.a 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.

Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade Level Standard 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.

W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What is your everyday life like as an American?</p>		<p>Communicates effectively through printed, visual, and auditor media in the home, school and community.</p> <p>Thinks analytically and creatively about important themes, concepts and ideas.</p> <p>Uses the English language arts to identify and solve problems</p> <p>Uses the English language arts to understand and appreciate the commonalities and differences in social and cultural communities.</p>

		<p>Understands and appreciates the aesthetic elements of written text.</p> <p>Uses the English language arts to develop insights about human experiences.</p> <p>Uses the English language arts to develop the characteristics of lifelong learners, such as curiosity, persistence, flexibility, and reflection; and, connects knowledge from all curriculum areas to enhance understanding of the world.</p>
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Biography of Sojourner Truth</p> <p>"Ain't I A Woman": Speech by Truth</p> <p>Biography of Phyllis Wheatley</p> <p>Phyllis Wheatley's "On Being Brought from Africa"</p> <p>Biography of Gwendolyn Brooks</p> <p>"the mother" by Brooks</p> <p><u>Colony</u> by Rick Wernli</p> <p>List Poems</p> <p>Class Blog</p> <p>Biography of Zora Neal Hurston</p> <p>Zora Neale Hurston's "Harlem Slang"</p> <p>Author Study</p>	<p>research the lives of various African American women writers.</p> <p>compare the lifestyles, attitudes, and freedoms of black women throughout history.</p> <p>list two similarities and two differences between a poem and a speech.</p> <p>compose his/her own critical, persuasive speech or poem.</p> <p>identify and discuss the differences in tone between Wheatley, Truth, and Brooks by considering their place in society as women and African Americans.</p> <p>write a poem or speech creatively portraying his/her own concerns and criticisms of how society treats his/herself or others.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p>

African-American Women in Literature
Type: Unit Plan

		<input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Display poetry and speeches of various writers on PowerPoint presentation. Provide handouts of works to be discussed Have students practice and perform orally speeches and original works. Utilize an internet lesson in which the student will research the writers' lives, read assigned texts, and submit homework via internet Utilize an inquiry lesson in which students must analyze historical contexts of writers Lead Socratic seminar and debates to provoke students own thoughts and reactions to the issues raised in the women's speeches and poetry. 	<p>Materials</p> <p>PowerPoint, handouts, computer access for students' research, DVD for viewing presentations.</p>	<p>Critical Vocabulary</p> <p>Blog</p> <p>List Poem</p> <p>Conflict / Internal & External</p> <p>Culture</p>

Shakespeare
Type: Unit Plan

Shakespeare

Unit Dates: 3-1 to 4-8	Class: English IV: World Literature	Sections: World Literature
Teachers:		

Unit Description	Course	Length of Unit
The enigmatic qualities of Shakespeare's Prince Hamlet make this drama an appropriate choice for high school students who can evaluate and analyze the complexity of Hamlet's situation, his motivations, and the choices and decisions he makes. Once students are aware of Hamlet's tragic story, they are compelled to learn what he decides to do and the consequences of his decisions.	World Literature	Five Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Strand SL Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Strand L Language</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
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Shakespeare
Type: Unit Plan

CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand R Reading

RL Literature

Key Ideas and Details

Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Craft and Structure

Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard 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.

RI Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard 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.

Strand W Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard 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.

W.11-12.1.b 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.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Level Standard 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.

W.11-12.3.a 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Which decisions I make today will affect me for my entire life?</p> <p>How do I develop a realistic plan for the future?</p> <p>How can I invent new opportunities?</p> <p>How will knowing how decisions are made help me plan for my life?</p>		<ol style="list-style-type: none"> 1. Students read, write, speak, listen, and view to construct meaning of written, visual, and oral text. 2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts including the use of technology. 3. Students use language in visual, oral, written, and performance-based forums. 4. Students write in the four modes of discourse

Shakespeare
Type: Unit Plan

		(description, narration, exposition, and persuasion) for various purposes and audiences. 5. Students examine, understand, and respond to a variety of literature from diverse cultures and historical periods. 6. Students employ processes that encourage them in becoming independent, life-long learners in English Language Arts.
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Reading Plan</p> <ul style="list-style-type: none"> • Read a scene. • Form a group of 4 students. • Each student will complete one task for the scene. • Label a piece of paper with your name, the act and scene, and your task. <p>Summary</p> <p>Write a short summary of the important aspects of the scene in bulleted form. Include a bullet point for each important aspect of the scene (approximately 4 bullets).</p> <p>Questions</p> <p>Write questions that would guide a student towards an understanding of each of the important aspects of the scene (approximately 4 bullets).</p> <p>Quotes</p> <p>Choose, copy, and explain quotes that represent each of the important aspects of the scene (approximately 4 bullets).</p> <p>Character Analysis</p> <p>Write down the characters' names, who they are, and what their role is in the scene. Be sure to cover all the</p>	<p>Critical reading, critical thinking, using textual support, cooperative learning, vocabulary, note taking, journals, short answer, essay writing, creative writing, response.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract

Shakespeare
Type: Unit Plan

<p>important aspects of the scene (approximately 4 bullets).</p> <p>Hamlet Video Journal</p>		<p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Self Evaluation</p> <p><input type="checkbox"/> Structured Interview</p> <p><input type="checkbox"/> Textbook/Workbook Problems</p> <p><input type="checkbox"/> True/False</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Chapter Questions, Journal Entries, Projects, Literature circles, Group work, Presentations, Assignments and Activities 	<p>Materials</p> <p>Hamlet - Shakespeare</p> <p>Video version of Hamlet</p> <p>Reading questions for text</p>	<p>Critical Vocabulary</p> <p>Tragedy</p> <p>Comedy</p> <p>Foil</p> <p>Chorus</p> <p>Prologue</p> <p>Soliloquy</p> <p>Monologue</p> <p>Aside</p> <p>Tragic Hero</p>

Asian Literature
Type: Unit Plan

Asian Literature

Unit Dates: 4-4 to 4-29	Class: English IV: World Literature	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
<p>This four-week unit will focus on metaphor, symbolism and also the historical, cultural and (or) social background of <i>The Joy Luck Club</i>. The students will learn what metaphor and symbolism are and eventually use one or the other in a short story of their own. The students will also delve into the cultural, social and possibly historical background of the selected novel and eventually write an opinion-based paper on a selected element. This unit will involve an intense amount of journal writing, eventually one research paper and one metaphor or symbolism paper. I feel that this unit and my particular approach is important because from my experience students are not exposed to the cultural and or social background of novels particularly when the subject matter is intense or sensitive. It is my belief that the more students are exposed to reality, such as the horrors that Chinese women live through it will allow and even foster their ability to be empathetic individuals.</p>	World Literature	Four Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand R Reading</p> <p>Key Ideas and Details</p> <p>Anchor Standard R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Strand W Writing</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

Asian Literature
Type: Unit Plan

<p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Craft and Structure</p> <p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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.</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Grade Level Standard 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.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Which decisions that I make today will affect my entire life?</p> <p>What can I do right now that will make my entire life better?</p>		<p>How to identify and use symbolism</p> <p>How to identify and use metaphor</p> <p>How to identify the author's intent</p> <p>How to take into consideration the background of the literature in order to understand it</p>
ILS		

Content, Skills, Assessment

Asian Literature
Type: Unit Plan

Content	Skills and Integrated Skills	Assessment II
<p><u>Joy Luck Club</u> - Amy Tan</p> <p>Discussion Questions</p> <p>Journal Prompts</p> <p>Web Quest</p> <p>Group Discussion</p>	<p>Discuss the major themes in the novel</p> <p>Point out the significance of the title of the novel; title of the four parts of the novel; and title of the sixteen vignettes</p> <p>Discuss Chinese beliefs and culture as presented in the text</p> <p>Define a myth</p> <p>Discuss the parables presented at the beginning of each part of the text; identify and state the generalization each parable makes about life</p> <p>Identify the theme of each part of the novel and relate it to the theme of each part</p> <p>Discuss the additional generalizations made about life from the text</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input checked="" type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Self Evaluation</p>

Asian Literature
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Daily discussions for each chapter of the novel; Group lead chapter discussions; Writing a short story using elements of metaphor or symbolism; The students will journal on a daily basis 	<p>Materials</p> <p>Student copies of <i>The Joy Luck Club</i> by Amy Tan Journal or notebook</p>	<p>Critical Vocabulary</p> <p>Narrator Theme Sybolism Metaphors Conflict / Internal &External Myth Parable</p>

Arthurian Legends
Type: Unit Plan

Arthurian Legends

Unit Dates: 5-2 to 6-17	Class: English IV: World Literature	Sections: World Literature
Teachers:		

Unit Description	Course	Length of Unit
Answering the call to heroism used to be straightforward-heros were knights and knights were the heroes. More recently, we find heroes in many unexpected places. This unit explores all kinds of heroes who answered the call.	World Literature	Six Weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - College- and Career-Readiness Anchor Standards</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Presentation of Knowledge and Ideas</p> <p>Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Vocabulary Acquisition and Use</p> <p>Anchor Standard L.CCR.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Craft and Structure</p>
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Arthurian Legends
Type: Unit Plan

<p>Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RL.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Grade Level Standard 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. 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>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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>Craft and Structure</p> <p>Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Grade Level Standard 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>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What does it mean to be human?</p> <p>Where do we draw the line between what is human, what is superhuman, and subhuman?</p>		<p>Define what good government is.</p> <p>Analyze the proper place and use of science and the abstract disciplines.</p> <p>Explain the value of tradition.</p> <p>Illustrate the function of religion.</p> <p>Question the values of reason.</p> <p>Acknowledge the limits of reason.</p>
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Introduction and Author Information	identify and list facts about the author Jonathan Swift.	<input type="checkbox"/> Formative

Arthurian Legends
Type: Unit Plan

<p>Gulliver is shipwrecked in Lilliput Amusements in Lilliput and a Visit to the Capital City The Invasion of Lilliput and the Laws and Customs of Lilliput Escape to Blefescu and Return to Native Country Gulliver is Captured in Brobdingnag Gulliver at the Royal Court and a Description of the Country More Adventures and Gulliver Shows His Skills Gulliver Returns to England Final Assessment</p>	<p>answer comprehension questions about <i>Gulliver's Travels</i>. complete a crossword puzzle with vocabulary words and definitions identify different statements as either fact or opinion. identify the main characters, setting, and plot in part one of <i>Gulliver's Travels</i>. recognize and match cause and effect relationships in the story <i>Gulliver's Travels</i>. complete a word search with vocabulary words from <i>Gulliver's Travels</i>. compare and contrast two (2) of Gulliver's adventures in the text. place the events from the story in the correct order. identify correct answers to multiple choice and matching questions. write correct responses to short answer questions</p>	<p><input type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems</p>
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Arthurian Legends
Type: Unit Plan

		<input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives Compare a film, video, or stage version of a literary work with the written version Read literary texts aloud to convey an interpretation of the work Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism Interpret multiple levels of meaning and subtleties in text 	text Gulliver's Travels - Jonathon Swift Video Version of text Discussion Questions Summaries	expedient recapitulate zenith appellation intrepidity ignominious perused delineate imputed diminutive disapprobation

African American Literature

September

The Sounds of Slavery

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Compare and Contrast</p> <p>Linking Past and Present</p> <p>Conducting Research</p> <p>Then and Now</p> <p>Evaluating Primary Resources</p>	<p>Ask students to compare the slave narratives to the Foster songs. How does each present slavery and slave life? (Think-Pair Share)</p> <p>Ask students to investigate the controversy around Foster’s minstrel songs and present a brief report, analyzing the arguments of each side. (Cooperative groups)</p> <p>Compare Stephen Foster’s minstrel songs, to some rap music of today and ask students to compare how the songs present African-American culture. (some suggestions for non-profane rap songs are: Kanye West- “Touch the Sky.” Public Enemy “Fight the Power.” and NWA “Express Yourself”)</p> <p><i>Then and Now:</i> Both "My Old Kentucky Home" and "Old Folks at Home" are state songs (for Kentucky and Florida, respectively). Both have also been revised to remove offensive terminology. Examine the original lyrics and the new lyrics. How have the words changes altered the meanings of the</p>	<p>Determine Important Information</p> <p>Sequence Events</p> <p>Identify and Use Text Features</p> <p>Construct Summaries</p> <p>Making Inferences about text</p> <p>Illinois Learning Standards:</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards</p>	<p>How and why do people use music?</p> <p>How did slaves communicate their story?</p> <p>Do different people use music differently in their lives?</p> <p>How do people express forbidden feelings and desires, such as anger, resentment, or a longing for freedom?</p>	<p>Concept: The hidden messages in songs</p> <p>Slave Spiritual Lyrics</p> <p>Underground Railroad Code Words and Phrases</p> <p>Stephen Foster Minstrel Songs</p> <p>Key Terms:</p> <p>Freedom Song Alerting Song Protest Song Sorrow Song Oral Tradition Verse Chorus Style</p>

African American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills
	<p>songs? Find newspaper articles that discuss continuing controversy over the songs. Why do lawmakers still wish to change the state songs of both states?</p> <p>Ask students to write an essay examining one of the slave narratives, discussing how the slave narrative acts as an example (or an exception) to what we know historically about slavery.</p> <p>Students should choose a topic of slave life of interest to them and using resources in this lesson plan, text book and their own reading, present the results of their research to the class. Topic examples include the Underground Railroad, Slave Spiritual Songs, the effect of <i>Uncle Tom's Cabin</i>, the Northern abolition movement and Types of labor done by slaves.</p> <p>Ask the students to examine the covers of sheet music for “Old Black Joe,” “Jump Jim Crow” and “Uncle Ned.” How did these images perpetuate stereotypes about African-Americans? What differences do you find in the lyrics of Stephen Foster’s minstrel songs versus those by other authors? (Journal)</p>	<p>English: column 1 – topic development column 2 – organization, unity, and coherence column 3 – word choice, style, tone, clarity, and economy column 4 – sentences structure and formation column 5 – usage column 6 – punctuation</p> <p>Reading: column 1- main ideas column 2- supporting details column 3- sequencing, comparisons, cause and effect column 4- meanings of words column 5- generalizations and conclusions</p> <p>Writing: column 1- expressing judgment column 2- focusing on a topic column 3- developing a position column 4- organizing ideas column 5- using language</p>		

African American Literature

Month	Essential Questions	Assessment	Content & Resources	Skills

October
Slavery / Civil War

African American Literature

Month	Essential Questions	Assessment	Content & Resources
Individual participation in class discussions. Collaborative assignments and activities (e.g., exploration of textual details and language). Oral interpretation of selected readings. Writing to learn: in-class writing prompts and selfinitiated response papers. Formal analytical papers. Original poetry,	Literary analysis-- use of literary elements Study of particular writers Detailed study of particular works Group discussion Comparison of different works Time line of the events of the period Short answer questions Writing response to various works Quiz Assessment of the importance of particular	Develop a good knowledge of African American literature/writers Recognize that literature mirrors life Realize that a work of literature is often related to the events and issues of the times Compare and contrast effectively, the works of various writers Evaluate how African American writers used literature as a weapon in their fight to gain equal rights Demonstrate an understanding of works studied Evaluate works of cultural significance that reflect social, political, or ethical ideas of the time Use works studied as as a source of	What was the Middle Passage? What were the themes of the Middle Passage Who were the early African American poets and what were the themes illustrated in their works? Who are the other AA writers that demonstrate these themes or what about the plight of this period?

African American Literature

Month	Essential Questions	Assessment	Content & Resources
<p>script, and/or story writing. Quizzes and tests on readings and vocabulary. Research paper and/or oral presentation on independent reading, including bibliographic documentation.</p>	<p>works Connecting authors to common themes Identifying salient points Multiple choice questions Making connections- -text to self Quick writes</p>	<p>inspiration to write their own literary works (responding to literature) Analyze the works of selected writers Analytical writing: write well-organized essays incorporating textual evidence and critical theory Illinois Learning Standards: State standard 1: read with understanding and fluency State standard 2: read and understand literature representative of various societies, eras, & ideas State standard 3: write to communicate for a variety of purposes State standard 4:</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p> <p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5-</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>generalizations and conclusions</p> <p>Writing:</p> <p>column 1- expressing judgment</p> <p>column 2- focusing on a topic</p> <p>column 3- developing a position</p> <p>column 4- organizing ideas</p> <p>column 5- using language</p>	

November
Renaissance

Month	Essential Questions	Assessment	Content & Resources
<p>Responding to literary works</p> <p>Asnwering guided</p>	<p>Matching authors with their works</p> <p>Writng</p>	<p>Analyze the strategies used by black writers during the Harlem Renaissance</p>	<p>Who emerges as leaders of the African American freedom movement and what are the characteristics of their</p>

African American Literature

Month	Essential Questions	Assessment	Content & Resources
<p>questions</p> <p>Evaluating how writers reflect each other</p> <p>Writing essays</p> <p>Text to self exercises</p> <p>Quiz</p> <p>Short answer questions</p> <p>Making a Timeline of the Period</p>	<p>short essays on different authors</p> <p>Quiz</p> <p>Assessing the Importance of different authors</p> <p>Seeing how writers respond to the events of their times</p> <p>Short answer questions</p>	<p>Show a detailed understanding of the works studied</p> <p>Evaluate works of political, social and cultural significance</p> <p>Identify common themes</p> <p>Compare the works of various writers</p>	<p>literature?</p> <p>How did early African American spirituals (known as Negro Spirituals) reflect themes of African American life?</p> <p>How do emerging artists compare in style and approach?</p>
<p>Illinois Learning Standards:</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p>			

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p> <p>College Readiness Standards:</p> <p>English:</p> <p>column 1 – topic development</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>column 2 – organization, unity, and coherence</p> <p>column 3 – word choice, style, tone, clarity, and economy</p> <p>column 4 – sentences structure and formation</p> <p>column 5 – usage</p> <p>column 6 – punctuation</p> <p>Reading: column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing,</p>	

African American Literature

Month	Essential Questions	Assessment	Content & Resources
		<p>comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p> <p>Writing:</p> <p>column 1- expressing judgment</p> <p>column 2- focusing on a topic</p> <p>column 3- developing a position</p> <p>column 4- organizing ideas</p> <p>column 5- using language</p>	

African American Literature

Invisible Man
Type: Unit Plan

Invisible Man

Unit Dates: 2-1 to 4-29	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
As the narrator of Invisible Man struggles to arrive at a conception of his own identity, he finds his efforts complicated by the fact that he is a black man living in a racist American society. Throughout the novel, the narrator finds himself passing through a series of communities, from the Liberty Paints plant to the Brotherhood, with each microcosm endorsing a different idea of how blacks should behave in society. As the narrator attempts to define himself through the values and expectations imposed on him, he finds that, in each case, the prescribed role limits his complexity as an individual and forces him to play an inauthentic part.	Students will have the opportunity to grasp a greater understanding of various social issues within the AA communities through the use of literature.	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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>W.11-12.1.a 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>W.11-12.1.b 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>
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Invisible Man
Type: Unit Plan

W.11-12.1.c 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.
W.11-12.1.d 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.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is racism used as an obstacle to individuals' identity; the limitations of ideology; the danger of fighting stereotype with stereotype?	26 Identify clear main ideas or purposes of complex passages or their paragraphs	SWBAT understand the use of theme and motif within a literary devise.
ILS 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Rural south- foreshadowing	Understanding the usage of : theme prologue motif symbolism social racism	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank

Invisible Man
Type: Unit Plan

		<input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Motifs • Foreshadow • Theme • Author's Purpose • Third person omniscient 	<p>Materials</p> <p>Invisible Man novel Computers LCD projectors</p>	<p>Critical Vocabulary</p> <p>encapsulate invisibility</p>

Harlem Renaissance
Type: Unit Plan

Harlem Renaissance

Unit Dates: 3-1 to 3-31	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
<p>Students will partake of the following activities as they learn about the impact of the Harlem Renaissance upon the AA culture:</p> <p>Responding to literary works</p> <p>Answering guided questions</p> <p>Evaluating how writers reflect each other</p> <p>Writing essays</p> <p>Text to self exercises</p> <p>Quiz</p> <p>Short answer questions</p> <p>Making a Timeline of the Period</p>	<p>The purpose of the course is educate students about the influence of the Harlem Renaissance within the AA culture.</p>	<p>4 weeks</p>

Standards

CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand W Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard 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.

W.11-12.1.a 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.

W.11-12.1.c 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.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Level Standard 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.

W.11-12.3.a 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.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c 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).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Research to Build and Present Knowledge

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9.a 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”).

W.11-12.9.b 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]”).

Strand SL Speaking and Listening

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade Level Standard 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 of formal and informal tasks.

Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Who emerges as leaders of the African American freedom movement and	English:	SWBAT understand how the leaders of the African American community pushed for a freedom movement their the various genres of literature.

Harlem Renaissance
 Type: Unit Plan

<p>what are the characteristics of their literature?</p> <p>How did early African American spirituals (known as Negro Spirituals) reflect themes of African American life?</p> <p>How do emerging artists compare in style and approach?</p>	<p>column 1 –topic development</p> <p>column 2 –organization, unity, and coherence</p> <p>column 3 –word choice, style, tone, clarity, and economy</p> <p>column 4 –sentences structure and formation</p> <p>column 5 –usage</p> <p>column 6 –punctuation</p> <p>Reading:</p> <p>column 1- main ideas</p> <p>column 2- supporting details</p> <p>column 3- sequencing, comparisons, cause/effect</p> <p>column 4- meanings of words</p> <p>column 5- generalizations and conclusions</p> <p>Writing:</p> <p>column 1- expressing judgment</p>	
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Harlem Renaissance
Type: Unit Plan

	<p>column 2- focusing on a topic</p> <p>column 3- developing a position</p> <p>column 4- organizing ideas</p> <p>column 5- using language</p>	
<p>ILS</p> <p>State standard 1: read with understanding and fluency</p> <p>State standard 2: read and understand literature representative of various societies, eras, & ideas</p> <p>State standard 3: write to communicate for a variety of purposes</p> <p>State standard 4: listen and speak effectively in a variety of situations</p> <p>State standard 5: use the language arts to acquire, assess, and communicate information</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
The Harlem Renaissance	Analyze the strategies used by black writers during the Harlem Renaissance	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative

Harlem Renaissance
Type: Unit Plan

<p>A new identity</p>	<p>Show a detailed understanding of the works studied</p>	<p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p>
<p>The Great Migration</p>	<p>Evaluate works of political, social and cultural significance</p>	<p><input type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p>
<p>A Community of black writers and Artists- Langston Hughes, Claude McKay</p>	<p>Identify common themes</p> <p>Compare the works of various writers</p>	<p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p>
<p>Dilemma of the black artist</p>		<p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input checked="" type="checkbox"/> Essay</p>
<p>Contribution of woma</p>		<p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p>
<p>A New mood in literature</p>		<p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p>
<p>Exploring the Southern past</p> <p>Innovations in language and literary forms</p>		<p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p> <p><input checked="" type="checkbox"/> Self Evaluation</p> <p><input checked="" type="checkbox"/> Structured Interview</p> <p><input checked="" type="checkbox"/> Textbook/Workbook Problems</p> <p><input checked="" type="checkbox"/> True/False</p>

Harlem Renaissance
 Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Matching authors with their works • Writing short essays on different authors • Quiz • Assessing the Importance of different authors • Seeing how writers respond to the events of their times • Short answer questions 	Test materials Dry Erase Boards/Pens Powerpoint presentations maps	lynching segregation Jim Crow discrimination White Flight

The Audacity of Hope
Type: Unit Plan

The Audacity of Hope

Unit Dates: 4-1 to 5-20	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
The election of Barack Obama is commonly described as "historic." But what does that term mean? While the most common usage refers to the fact that, for the first time, an African American will be President of the United States, the challenges that he will face both at home and abroad are historic as well: the country is fighting two wars and confronts the most serious financial problems since the Great Depression. This lesson focuses on the relationship between the Civil Rights Movement and Obama's election, but it also asks students why they think Barack Obama's election is "historic."	This course is designed to introduce the various genres of African American writers using a historical approach through glimpses of slavery to the current election of our nation's first African American president.	3 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RI Informational Text</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Grade Level Standard 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.</p> <p>Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Grade Level Standard 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.</p>

The Audacity of Hope
Type: Unit Plan

Range of Reading and Level of Text Complexity
Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.
Grade Level Standard 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. 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Has President Barack Obama's grassroots efforts demonstrated the role of a true politician?</p>	<p>Analyze how an author or narrator uses description, dialogue, and action to suggest relationships between characters in written or nonprint sources (e.g., films, ads)</p> <p>Select phrases or statements from a literary text that illustrate how a specific character feels toward others in the text</p> <p>Read portions of a literary text, predicting how a person's actions or words would likely impact a specific situation</p> <p>Use various strategies (e.g., questioning, role-playing) to determine plausible cause-effect relationships</p>	<p>SWBAT understand by the end of this lesson:</p> <p>Describe some of Barack Obama's credentials, values, and political ideals.</p> <p>Understand the connection between the Civil Rights Movement and the election of Barack Obama to be President of the United States</p> <p>Discuss the importance of the Voting Rights Act of 1965</p> <p>Appreciate the importance of perspective in viewing and analyzing the significance of an historical event</p>
<p>ILS</p> <p>2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Effective communication through grassroots</p> <p>Providing services to poor.</p>	<p>construction of poems and essays</p> <p>compare and contrast of social ills/revolts (past v present)</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p>

The Audacity of Hope
Type: Unit Plan

<p>Providing services to poor.</p>	<p>compare and contrast of social ills/revolts (past v present)</p> <p>debates (defending controversial leaders - Jeremiah Wright, Malcolm X, Jesse Jackson, Rev James Meeks)</p> <p>persausive essay writing</p> <p>identifying the various strategies of candidates and their campaign strategies</p> <p>true definition of "citizenship"</p> <p>the impacts of proganda</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems
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The Audacity of Hope
Type: Unit Plan

		<input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Literary analysis--use of literary elements Study of particular writings of the author. Detailed study of particular works Group discussion Comparison of different works Time line of the events of the period Short answer questions Writing response to various works Quiz Assessment of the importance of particular works Connecting author to common themes Identifying salient points Multiple choice questions Making connections--text to self Quick writes 	<p>Audacity of Hope by Barack Obama</p> <p>Audio CD</p> <p>Video clips from Audacity of Hope</p>	<p>grassroots</p> <p>audacity</p> <p>politics</p> <p>politician</p> <p>lobbists</p> <p>constituents</p> <p>reconstruction</p> <p>bipartisanship</p> <p>truism</p> <p>anthropologist</p> <p>philanthropist</p> <p>voters</p>

In Retrospect
Type: Unit Plan

In Retrospect

Unit Dates: 6-1 to 6-17	Class: African American Literature	Sections: 8th Period
Teachers:		

Unit Description	Course	Length of Unit
Students will review the progression of the AA development in America through the writing of various artists.	The purpose of this course is to expose students to the various genres of AA literature.	Two weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts</p> <p>Strand R Reading</p> <p>RI Informational Text</p> <p>Integration of Knowledge and Ideas</p> <p>Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Grade Level Standard 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.</p> <p>Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Grade Level Standard 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Anchor Standard RI.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Has AA writers influenced the progression of Blacks in America?	Use various strategies (e.g., timelines, event chains, discussion) to determine whether an event occurred and, if so, when it occurred discuss an issue of interest, determining how past events	SWBAT review the skills and concepts taught and make a direct correlation to writers who addressed the social-ills of slavery and discriminations through their writing pieces and the progression of success within the AA community.

In Retrospect
Type: Unit Plan

	<p>affected the present</p> <p>locate evidence in a text that explicitly states why an event or a series of events occurred</p> <p>search for patterns or clues (e.g., signal words) that indicate cause-effect relationships</p> <p>use various resources (e.g., dictionary, thesaurus) to explore connotations of familiar words or descriptive language</p> <p>recognize generalizations about the main character in a literary text</p> <p>combine several pieces of information to make a reasonable generalization about a specific character</p> <p>make predictions about characters and events presented in a literary text, verifying or rejecting those predictions and making new ones as they read</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p>	
<p>ILS</p> <p>2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p> <p>analyze how an author or narrator uses description, dialogue, and action to suggest relationships between characters in written or nonprint sources (e.g., films, ads)</p> <p>select phrases or statements from a literary text that illustrate how a specific character feels toward others in the text</p> <p>read portions of a literary text, predicting how a person's actions or words would likely impact a specific situation</p> <p>use various strategies (e.g., questioning, role-playing) to determine plausible cause-effect relationships</p>		

In Retrospect
Type: Unit Plan

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>the relationship between the impact of slavery on the current AA society</p> <p>ideologies of family in the African American community</p>	<p>critical thinking</p> <p>debate</p> <p>persausive essays</p> <p>context clues</p> <p>main idea and supporting details</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input checked="" type="checkbox"/> Essay</p> <p><input checked="" type="checkbox"/> Fill in the Blank</p> <p><input checked="" type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p>

In Retrospect
Type: Unit Plan

		<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Step Up to Writing • Cornell Notes • Quizlet • Wordle • Who Wants to Be A Millionaire Game (review) • Essay • Powerpoint presentations 	<p>Materials</p> <p>Final exams</p> <p>LCD projectors</p> <p>laptop computer</p> <p>internet</p> <p>dry erase boards/pens</p> <p>poems</p> <p>excerpts from readings</p>	<p>Critical Vocabulary</p> <p>slavery</p> <p>Middle Passage</p> <p>Jim Crow</p> <p>segregation</p> <p>revolution</p> <p>contrite</p> <p>abolitionist</p> <p>inner city</p>

Algebra

September

Expressions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - Students will create 5 ACT problems with incorrect answers and explain in writing why the correct</p>	<p>Because this is the first unit, students will learn how to take notes in a guided note format. They will also learn all procedures surrounding learning this year. All assignments will be scaffolded to meet the needs of all learners. Students will be encouraged to and taught how to work in groups and help each other on assignments. Students will have to think critically on the project.</p>	<p>BOA 13-15.1 Perform one-operation computation with whole numbers and decimals.</p> <p>BOA 13-15.2 Solve problems in one or two steps using whole numbers.</p> <p>EEI 13-15.1 Exhibit knowledge of basic expressions (e.g. identify an expression for a total as $b + g$).</p> <p>EEI 16-19.1 Substitute whole numbers for unknown quantities to evaluate expressions.</p> <p>EEI 20-23.1 Evaluate algebraic expressions by substituting integers for unknown quantities.</p> <p>EEI 16-19.3 Combine like terms (e.g. $2x + 5x$).</p> <p>EEI 20-23.2 Add and subtract simple algebraic expressions.</p> <p>EEI 20-23.4 Perform straightforward word-to-symbol translations</p>	<p>How can we translate from sentences into mathematical expressions?</p> <p>How can we tell if an expression is simplified? What does it mean to be simplified?</p> <p>How are expressions used in algebra?</p>	<p>Big Idea:</p> <p>Expressions are the foundation of algebra.</p> <p>Concept Topics/Key Information:</p> <ul style="list-style-type: none"> • Simplify (distribute, combine like terms) • Evaluate • Expressions into words • Identifying like terms • Identifying variable, coefficients, • Combining like terms • Associative property • Distributive property • Commutative property <p>Key Terms: Variable, Constant, Expression (numerical & algebraic), Operation, Evaluate, Like terms, Distributive property, Associative property, Commutative property</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
answer is correct.		<p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>EEI 28-32.1 Manipulate expressions and equations.</p> <p>A-SSE 1a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A-SSE 2. Use the structure of an expression to identify ways to rewrite it.</p>		

October
Equations

Month	Essential Questions	Assessment	Content & Resources	Skills
Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.	<p>guided notes</p> <p>algebra tiles</p> <p>equation slips (draw equation from bucket depending on difficult desired, green = mild, yellow = medium, orange =</p>	<p>EEI 13-15.2 Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals.</p> <p>EEI 16-19.2 Solve one-step equations having integer or</p>	<p>What is the equation asking? What does the answer mean?</p> <p>Does my answer make sense?</p>	<p>Big Idea</p> <p>We can use equations to solve for unknowns in real-life situations.</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - students will solve a high order equation and explain their steps in written form</p>	<p>spicy, red = fire)</p>	<p>decimal answers.</p> <p>EEI 20-23.3 Solve routine first-degree equations.</p> <p>BOA 16-19.1 Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.</p> <p>BOA 16-18.2 Solve routine two-step arithmetic problems.</p> <p>EEI 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>EEI 24-27.1 Solve real-world problems using first-degree equations.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>EEI 28-32.1 Manipulate expressions and equations.</p> <p>A-CED 1. Create equations and inequalities in one variable and</p>	<p>How do I check my answer?</p> <p>Are there multiple ways to solve this problem?</p> <p>How do I organize my work so it is neat and others can follow it?</p> <p>How can I used equations to represent real-life situations?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Identify and use inverse operations • Solve one-step • Solve two-step • Solve multi-step • Solve with variables on both sides • Solve equations with variables on both sides • Solve equations for a variable • Extension: Absolute value equations <p>Terms:</p> <p>Inverse operations</p> <p>Equations</p> <p>Isolate</p> <p>Isolate the variable</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>use them to solve problems.</p> <p>A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p> <p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>		

November
Proportions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork – formative assessment.</p> <p>Open-ended questions on each key point.</p> <p>Scaffolded from</p>	<p>Guided notes, homework, class work, group work, word problems relating to real-life (income tax, discounts, etc)</p>	<p>BOA 13-15.1 Perform common conversions.</p> <p>BOA 16-19.1 Solve routine one-step arithmetic</p>	<p>What does a proportion represent?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Solving similar figure problems • Scale problems using ratios • Conversions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - sale brochure, menu: Sale: Include original price, percent discount, and sale price.</p> <p>Menu: Include price, tax, price with tax, tip, and price with tip.</p>		<p>problems (using whole numbers, fractions, and decimals) such as single-step percent.</p> <p>BOA 20-23.1 Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.</p> <p>E EI 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>E EI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>BOA 24-27.1 Solve multi-step arithmetic problems that involve planning or converting units of measure (e.g. feet per second to miles per hour)</p> <p>BOA 28-32.1 Solve word problems containing several rates, proportions, or percentages</p>	<p>How do I solve proportions?</p> <p>How can I represent real-world situations using a proportion? What problems can I solve using proportions?</p> <p>What does a percentage increase/decrease represent? Where can I use this in real life?</p>	<ul style="list-style-type: none"> • Solve proportions by cross multiplying • Identify and write ratios from word problems • Tax, percent discount, percent increase <p>Remediation concepts</p> <ul style="list-style-type: none"> • Equivalent fractions • Reducing fractions • Solving equations • Converting from percentages to decimals <p>Key Terms:</p> <p>Ratio, Proportion, Numerator, Denominator, Similar figures, Scale, Conversion, Cross-multiply</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
		<p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>N-Q 1. 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.</p> <p>Extension: F 24-27.2 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of</p>		

Month	Essential Questions	Assessment	Content & Resources	Skills
		given side lengths. F 28-32.1 Apply basic trig ratios to solve right-triangle problems.		

December
Inequalities

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word</p>	<p>inequality strips (draw inequality from bucked depending on level of problem, self-scaffolding)</p> <p>project - justify which company to use for which number of minutes, ect. Write and solve multistep inequality based on word problem. Write a paragraph explanation detailing the benefits of each plan.</p> <p>homework, classwork, exit slips,</p>	<p>GR 20-23.2 Comprehend the concept of length on the number line.</p> <p>GR 24-27.1 Identify the graph of a linear inequality on the number line.</p> <p>GR 28-32.2 Match number line graphs with solution sets of linear inequalities.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>EEI 24-27.6 Solve first-degree inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.3 Solve linear inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.2 Write expressions, equations, and inequalities for</p>	<p>What do inequalities represent on the number line?</p> <p>What does an inequality represent in real life?</p> <p>Does my answer make sense? How do I check my answer?</p> <p>Am I following the correct order of operations to solve? Are there multiple ways to solve this problem?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • One-step inequalities • Two-step inequalities • Multi-step inequalities • Inequalities w/negatives • Graph inequalities on number line • Extension: compound inequalities, absolute value inequalities <p>Key Terms: inequality, greater than, less than, greater than or equal to, less than or equal to</p>

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>problems.</p> <p>Project - justify which company to use for which number of minutes, ect. Write and solve mulit-step inequality based on word problem. Write a paragraph explanation detailing the benefits of each plan.</p>		<p>common algebra settings.</p> <p>EEl 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>EEl 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>A-CED 1. Create equations and inequalities in one variable and use them to solve problems.</p> <p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>		

Month	Essential Questions	Assessment	Content & Resources	Skills
		Extension: EEI 33-36.3 Solve simple absolute value inequalities.		

January
Functions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word</p>	<p>function strips (self-differentiated instruction with different color strips indicating difficulty)</p> <p>frayer models</p> <p>comparison charts for different representations - circle similarities in each representation in the same color</p> <p>classwork, group work, act problems, word problems</p>	<p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>F 24-27.1 Evaluate polynomials functions, expressed in function notation, at integer values.</p> <p>A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>A-REI 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the</p>	<p>In what ways can I represent a function?</p> <p>What does a function mean?</p> <p>How do I write a function from a word problem? What are the input and output?</p>	<p>Big Idea</p> <p>A function is a way of representing an algebraic rule.</p> <p>Content:</p> <ul style="list-style-type: none"> Determine input/output for a function represent a function as a graph, mapping, table, and set evaluate functions in function notation determine rule, input, output, domain, range, function identify independent and dependent variables determine domain and range create input/output tables extension: trend, best fit line, sequences

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>problems.</p> <p>Project - students will create their own situation (in a word problem) and create a rule, input/output table, graph, and mapping from their rule.</p>	<p>write t-table style proof for each step of problem when solving. working up to an entire paragraph explanation (ap test style) which will be done in the last unit of the year.</p>	<p>coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF Understand the concept of a function and use function notation</p> <p>F-IF 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> <p>F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F-IF Analyze functions using different representation.</p> <p><i>Review Standards:</i></p> <p>EEI 20-23.1 Evaluate algebraic expressions by substituting integers for unknown quantities.</p>		<p>Key Terms: input, output, mapping, graph, table, set, rule, domain, range, function, function notation, relation, independent variable, dependent variable</p>

Inequalities
Type: Unit Plan

Inequalities

Unit Dates: 1-10 to 2-25	Class: Algebra	Sections: Algebra
Teachers:		

Unit Description	Course	Length of Unit
Inequalities are similar to equations except the solutions represent a range of answers. Inequations are commonly used in businesses to determine the most cost-effective solutions.	Algebra	4 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What do inequalities represent?</p> <p>How are inequalities similar to equations? How are they different?</p> <p>Does my answer make sense? How do I check my answer?</p> <p>Am I following the correct order of operations to solve? Are there multiple ways to solve this problem?</p>	<p>GR 20-23.2 Comprehend the concept of length on the number line.</p> <p>GR 24-27.1 Identify the graph of a linear inequality on the number line.</p> <p>GR 28-32.2 Match number line graphs with solution sets of linear inequalities.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>EEI 24-27.6 Solve first-degree inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.3 Solve linear inequalities that require reversing the inequality sign.</p> <p>EEI 28-32.2 Write expressions, equations, and inequalities for common algebra settings.</p>	<p>SWBAT explain the differences among greater than, less than, greater than or equal to, and less than or equal to.</p> <p>SWBAT draw inequalities on a number line</p> <p>SWBAT write inequalities. SWBAT write an inequality from a sentence word problem.</p>

	<p>EEI 20-23.4 Perform straightforward word-to-symbol translations.</p> <p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved using proportions).</p> <p>A-CED 1. Create equations and inequalities in one variable and use them to solve problems.</p> <p>A-REI 1. Understand solving equations as a process of reasoning and explain the reasoning. 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> <p>A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Extension: EEI 33-36.3 Solve simple absolute value inequalities.</p>	<p>SWBAT solve one-step inequalities (without reversing sign) and graph the solution.</p> <p>SWBAT solve inequalities that require reversing the inequality sign.</p> <p>SWBAT solve word problems using one-step inequalities.</p> <p>SWBAT solve and graph two-step inequalities.</p> <p>SWBAT justify steps taken in a t-chart.</p> <p>SWBAT solve three-step inequalities by combining like terms.</p> <p>SWBAT justify steps taken in a t-chart.</p> <p>SWBAT solve word problems using multi-step inequalities.</p> <p>SWBAT solve multi-step inequalities.</p> <p>SWBAT solve and graph compound inequalities.</p> <p>SWBAT solve absolute value inequalities.</p>
<p>ILS</p>		

Content, Skills, Assessment

Inequalities
Type: Unit Plan

Content	Skills and Integrated Skills	Assessment II
<p>When multiplying or dividing by a negative, switch the inequality sign</p> <p>Multi-step equations –combining like terms, inverse operations, order of operations</p> <p>Solve multi-step inequalities</p> <p>Graph inequality on number line</p> <p>One-step inequalities</p> <p>Two-step inequalities</p> <p>Multi-step inequalities</p> <p>Inequalities w/negatives (reversing sign)</p>	<p>Switching inequality sign with negative.</p> <p>Solving multi-step inequalities.</p> <p>Writing inequalities from word problems.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Self Evaluation</p>

Inequalities
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Instructional Strategies <ul style="list-style-type: none"> • equation strips • tiered problems • scaffolded instruction • spirial review of solving equations • written reflections • 2 column problems and note taking 	Materials <p>project - explanation of which phone company is better using multi-step inequalities</p> <p>inequality manipulative strips.</p>	Critical Vocabulary <p>Inequality</p> <p>Greater than</p> <p>Less than</p> <p>Greater than or equal to</p> <p>Less than or equal to</p>

Functions
Type: Unit Plan

Functions

Unit Dates: 2-28 to 4-15	Class: Algebra	Sections: Algebra
Teachers:		

Unit Description	Course	Length of Unit
Students will learn the basics of functions, including a variety of ways to represent a function. Students will learn a function represents a rule and has two parts: an input and an output.'	Algebra	4-5 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How many ways can I represent a function?</p> <p>What are the 3 parts of a function?</p> <p>What does a function represent?</p> <p>What are the domain and range?</p>	<p>EEI 24-27.2 Write expressions, equations, or inequalities with a single variable for common pre-algebra settings.</p> <p>F 24-27.1 Evaluate polynomials functions, expressed in function notation, at integer values.</p> <p>A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>A-REI 10. 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>F-IF Understand the concept of a function and use function notation</p>	<p>SWBAT identify functions from relations with 80% accuracy.</p> <p>SWBAT identify the domain and range of a function with 90% accuracy.</p> <p>SWBAT represent a function using a mapping with 80% accuracy.</p> <p>SWBAT represent a function using a table with 80% accuracy.</p> <p>SWBAT distinguish between independent and dependent variables in word problems with 80% accuracy</p> <p>SWBAT evaluate functions at integer values with 80% accuracy.</p> <p>SWBAT use the distributive property</p> <p>SWBAT combine like terms with 80% accuracy.</p>

Functions
Type: Unit Plan

	<p>function notation</p> <p>F-IF 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> <p>F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F-IF Analyze functions using different representation.</p> <p><i>Review Standards:</i></p> <p>EEI 20-23.1 Evaluate algebraic expressions by substituting integers for unknown quantities.</p>	<p>SWBAT translate a sentence into a mathematical equation with 80% accuracy.</p>
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Evaluate expressions –distribute, combine like terms, order of ops</p> <p>Plotting points</p> <p>Find input/output for a function</p> <p>Graphs, mapping, table, and set</p> <p>Evaluate functions in function notation</p> <p>Define rule, input, output, domain, range, function</p> <p>Identify independent and dependent variables, domain/range</p> <p>Creating input/output table</p> <p>Identify the input, output, independent variable, dependent variable from a word problem.</p>	<p>Represent function as graph, mapping, table, and set</p> <p>Evaluate functions</p> <p>Represent functions in function notation</p> <p>Solve multi-step problems involving planning</p> <p>Plotting points</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p>

Functions
Type: Unit Plan

<p>variable from a word problem.</p> <p>Solve multi-step problems with different part specifically outlined.</p> <p>Write paragraph explanation of how problem was solved.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Equation Strips • Tiered problems • Scaffolded instruction • 2-column notes • Spiral Review of concepts 	<p>Materials</p> <p>Functions project - represent function in a variety of ways. Data in tables to translate to function form. Graph paper Practice problems Homework Unit test</p>	<p>Critical Vocabulary</p> <p>Input Output Mapping Graph Table Set Rule Domain</p>

Functions
Type: Unit Plan

		Range Function Function notation Relation Independent variable Dependent variable
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Graphing
Type: Unit Plan

Graphing

Unit Dates: 4-25 to 5-27	Class: Algebra	Sections: Algebra
Teachers: Halley Feil, Meagan Martin		

Unit Description	Course	Length of Unit
Students will learn how to graph points and linear equations. They will be able to manipulate equations, building their critical thinking skills, into slope-intercept form, making the equation easier to graph.	Algebra	5 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do I graph this line? Can I do it in multiple ways?</p> <p>What does slope mean and represent?</p> <p>What is the essential information I can find about a line?</p>	<p>GR 13-15.1 Identify the location of a point with a positive coordinate on the number line.</p> <p>GR 16-19.1 Locate points on the number line and in the first quadrant.</p> <p>GR 20-23.1 Locate points in the coordinate plane.</p> <p>GR 20-23.3 Exhibit knowledge of slope.</p> <p>GR 24-27.2 Determine the slope of a line from points or equations.</p> <p>GR 24-27.3 Match linear graphs with their equations.</p> <p>GR 28-32.4 Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a</p>	<p>SWBAT locate and draw points on a number line with 80% mastery.</p> <p>SWBAT identify the x-axis, y-axis, and quadrants of a graph with 80% mastery.</p> <p>SWBAT locate and draw points in the first quadrant with 80% mastery.</p> <p>SWBAT locate and draw points in the coordinate plane with 80% mastery.</p> <p>SWBAT define slope with 80% mastery.</p> <p>SWBAT define rate of change with 80% mastery.</p>

	<p>lines to determine an equation of a line or coordinates of a point.</p> <p>A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>A-REI 10. 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>80% mastery.</p> <p>SWBAT calculate slope given a graph using rise over run with 80% mastery.</p> <p>SWBAT identify a line as having a positive, negative, zero, or undefined slope with 80% mastery.</p> <p>SWBAT calculate the slope of a line given two points on the line with 80% mastery.</p> <p>SWBAT identify m as the slope in the equation $y=mx+b$ with 80% mastery.</p> <p>SWBAT graph a line of the form $y=mx+b$ with 80% mastery.</p> <p>SWBAT find the equation of the line given the graph of the line with 80% mastery.</p> <p>SWBAT find the equation of a line given two points on the line by graphing with 80% mastery.</p> <p>SWBAT find the equation of a line given a point on the line and the y-intercept with 80% mastery.</p>
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Graphing
Type: Unit Plan

		<p>SWBAT manipulate an equation of a line from point-slope form so it is in the form $y=mx+b$ with 80% mastery.</p> <p>SWBAT find the equation of a line given two points on the line with 80% mastery.</p> <p>SWBAT determine if two lines are parallel with 80% mastery.</p> <p>SWBAT find parallel lines with 80% mastery.</p> <p>SWBAT determine if two intersecting lines are perpendicular with 80% mastery.</p> <p>SWBAT find perpendicular lines with 80% mastery.</p>
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>A linear equation can be represented graphically to show trends in data.</p> <p>Slope Equations of lines parallel lines perpendicular lines</p>	<p>Identify and find slope</p> <p>Graph from slope-intercept form</p> <p>Put equation of line in slope-intercept form</p> <p>Find parallel and perpendicular lines</p> <p>Slope on graph</p> <p>Slope from 2 points</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p>

Graphing
Type: Unit Plan

	<p>Identify slope as rate of change</p> <p>Identify slope and y-intercept in slope-intercept form</p> <p>Find equation of line given graph, two points, or point and either slope or intercept.</p> <p>Define parallel and perpendicular</p> <p>Create line from word problem, identifying the rate or change.</p> <p>Solve multi-step problems with different parts necessary specifically outlined.</p> <p>Write paragraph explanation of how problem was solved.</p>	<p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input checked="" type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p> <p><input checked="" type="checkbox"/> Self Evaluation</p> <p><input type="checkbox"/> Structured Interview</p> <p><input checked="" type="checkbox"/> Textbook/Workbook Problems</p> <p><input type="checkbox"/> True/False</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • tiered problems • stations • equation strips 	<p>Materials</p> <p>graph paper</p> <p>stations</p> <p>graphing project</p> <p>matching equations manipulative cards</p>	<p>Critical Vocabulary</p> <p>Slope</p> <p>Slope-intercept form</p>

Graphing
Type: Unit Plan

<ul style="list-style-type: none">• practice problems• project w/rubric• graphic organizer	matching equations manipulative cards	Rate of change y-intercept Parallel Perpendicular Linear
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Exponents
Type: Unit Plan

Exponents

Unit Dates: 5-16 to 6-3	Class: Algebra	Sections: Algebra
Teachers:		

Unit Focus	Unit Description	Materials
Exponents are an abbreviated way of writing repeated multiplication, the same way multiplication is an abbreviated way of writing repeated addition.	Students will learn how to express repeated multiplication as exponents, as well as combine like terms involving exponents.	exponent differentiated strips stations exponent/algebra tiles exponent act word problems

Standards

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>NCP 28-32.4 Apply rules of exponents.</p> <p>NCP 24-27.6 Work problems involving positive integer exponents.</p> <p>A-SSE 3c. Use the properties of exponents to transform expressions for exponential functions.</p> <p>N-RN 2. Rewrite expressions involving rational exponents using properties of exponents.</p>	<p>How do I simplify an expression involving exponents?</p> <p>What is true about exponential properties? Do they always hold true?</p> <p>What does an exponent mean? What do they represent?</p>	<p>SWBAT evaluate and multiply by powers of ten.</p> <p>SWBAT convert between standard notation and scientific notation.</p> <p>SWBAT add and subtract exponents.</p> <p>SWBAT multiply and divide exponents.</p> <p>SWBAT simplify expressions by combining like terms involving exponents.</p> <p>SWBAT raise an exponent to an exponent.</p> <p>SWBAT use negative exponents.</p> <p>SWBAT simplify expressions involving integer exponents.</p>

Content, Skills, Assessment

Exponents
Type: Unit Plan

Content	Critical Vocabulary	Unit Reflection
Simplify problems by using properties of exponents Exponent properties: add, subtract, multiply, divide terms with exponents Raise an exponent to an exponent Use negative exponents	exponent repeated multiplication power simplify combine like terms	

Geometry

October Angles

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p> <p>Project - students will solve a high order equation and explain their</p>	<p>guided notes, classwork problems, building angles projects, hands on angle building, hands on bisectors</p>	<p>G.CO.5 Know and use definitions of angles, polygons, parallel and perpendicular lines, rigid motions, parallelograms, and rectangles.</p> <p>G.CO.6 Prove theorems about lines and angles</p> <ul style="list-style-type: none"> • Vertical angles are congruent • When a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent • Two lines parallel to a third line are parallel to each other • Points on a perpendicular bisector of a segment are exactly those equidistance from the segment's endpoints <p>G.GPE.9 Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula.</p> <p>G.GPE.11 Use coordinates to prove simple geometric theorems</p>	<p>How do logic and lines form a foundation for the entire study of geometry?</p> <p>How do we name angles?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Converse • Bi-conditional • Contrapositive • Vertical angles • Parallel • Perpendicular • Alternate Interior Angles • $\square \square \square$ Corresponding Angles Bisector

Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
steps in written form		<p>algebraically (more specifically, distance and midpoint formula)</p> <p>Exhibit some knowledge of the angles associated with parallel lines</p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Find the midpoint of a line segment</p> <p>Use the distance formula</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p>		

November

Basic Triangle Properties

Month	Essential Questions	Assessment	Content & Resources	Skills
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Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p>	<p>homework, classwork, guided notes, building angles, authentic project</p>	<p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use properties of isosceles triangles</p>	<p>What are the different relationships between the sides of a triangle?</p> <p>What is a Theorem and how is it used in math?</p> <p>How are angles related to triangle?</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Interior Angle • Exterior Angle • Base Angle • Isosceles

Geometry

December

Right Triangles and Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including written explanations and word problems.</p>	<p>Building triangles, classwork, guided notes, trig ratio project, proof of pythagorean theorem</p>	<p>Use the Pythagorean theorem</p> <p>Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles*</p> <p>Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths</p> <p>Apply basic trigonometric ratios to solve right-triangle problems</p>	<p>How is the pythagorean theorem related to the distance formula?</p> <p>How are ratios used in trig?</p> <p>How can trig be used to find missing sides and angles of triangles?</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • • Trigonometry • • Sine • • Cosine • Tangent

Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
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January

Triangle Congruence

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Daily classwork –formative assessment. Open-ended questions on each key point. Scaffolded from beginning level up to challenging. Included literacy and writing. ACT problems section at the end.</p> <p>Homework – formative assessment. Weekly homework packets with suggested problems for each day. Problems will reflect key points from daily lessons.</p> <p>Exit slips – formative assessment. Used occasionally at the end of class. One or two key questions that tell if the student had mastered the daily standard.</p> <p>Unit test – summative assessment. Rigorous open-ended questions, including</p>	<p>Proof writing, checking proofs, proof project, guided notes, classwork, homework, partner proofs.</p>	<p>Draw conclusions based on a set of conditions</p> <p>Apply properties of 30° -60° - 90°, 45° -45° -90°, similar, and congruent triangles</p> <p>G.CO.1 Understand that two geometric figures are congruent if there is a sequence of rigid motions (rotations, reflections, translations) that carries one onto the other.</p> <p>G.CO.2 Understand that criteria for triangle congruence are ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent.</p> <p>G.CO.3 Understand that criteria for triangle congruence can be established using rigid motions.</p> <ul style="list-style-type: none"> • Angle Side Angle 	<p>How are proofs used in geometry?</p> <p>How do I write a proof?</p> <p>How do I read a proof?</p>	<p>concepts:</p> <ul style="list-style-type: none"> • Congruence • Similarity • Transitive property • Reflexive property • substitution

Geometry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>written explanations and word problems.</p>		<ul style="list-style-type: none"> • Side Angle Side • Side Side Side • Hypotenuse Leg <p>G.SRT.3 Understand that the assumed properties of dilations can be used to establish similarity for triangles</p> <ul style="list-style-type: none"> • Angle Angle • Side Angle Side • Side Side Side <p>G.SRT.6 Use triangle similarity criteria to solve problems and to prove relationships in geometric figures.</p>		

Special Right Triangles
Type: Unit Plan

Special Right Triangles

Unit Dates: 1-3 to 2-25	Class: Geometry	Sections: Geometry
Teachers:		

Unit Description	Course	Length of Unit
Students will learn the basics right triangle properties and the basics of trig.	Geometry	4 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How can I prove a triangle is a right triangle? What does it mean to be a right triangle? What properties do all right triangles have? What theorem can I use to solve for missing sides of right triangles?	Use Pythagoren Theorem Use basic trig identities Apply basic right triangle properties to solve problems	SWBAT calculate missing sides of right triangles using Pythagorean Theorem. SWBAT set up basic trig identities. SWBAT identify and prove similiar triangles.
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Trig identities Pythagorean Theorem Similar triangles	find missing sides of right triangles identify right triangles find area of right triangles find trig identities of right triangles identify the opposite, adjacent, and hypotenuse sides of	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice

Special Right Triangles
Type: Unit Plan

	<p>right triangles identify and prove similar triangles</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>

Special Right Triangles
Type: Unit Plan

<ul style="list-style-type: none">• Stations• Tiered problems• Project w/rubric•	Equation strips text books practice problems homework packets project supplies rubrics	right hypotenuse pythagorean similar leg sine cosine tangent trig
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Area/Perimeter
Type: Unit Plan

Area/Perimeter

Unit Dates: 2-28 to 4-1	Class: Geometry	Sections: Geometry
Teachers:		

Unit Description	Course	Length of Unit
We will look at formulas and use algebra skills to find the area and perimeter of various geometric shapes.	Geometry	4 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How is the area of the polynomial related to the perimeter?</p> <p>How do the formulas for finding the area and perimeter change depending on the number of sides?</p> <p>Where do we see these shapes out in the world?</p>	<p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Compute the area of composite geometric figures when planning or visualization is required</p> <p>Compute the perimeter of polygons when all side lengths are given.</p> <p>Compute the area of rectangles when whole number dimensions are given.</p> <p>Compute the perimeter of simple composite geometric figures with unknown side lengths.</p> <p>G.GMD.4 Find areas of polygons by dissecting them into triangles.</p>	<p>SWBAT find the area and perimeter of polygons with 80% accuracy.</p> <p>SWBAT evaluate equations to find area and perimeter using algebraic reasoning skills with 80% mastery.</p> <p>SWBAT combine algebraic equations with geometric figures to solve complex problems with 80% accuracy.</p>

Area/Perimeter
Type: Unit Plan

ILS		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Area perimeter triangle properties rectangle properties circle properties irregular figure properties	applying area formulas applying perimeter formulas recognizing shapes recognizing which area and/or perimeter formulas to use	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task

Area/Perimeter
Type: Unit Plan

		<input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • tiered problems • equation strips • book problems • exemplar problems • stations • project w/rubric 	<p>Materials</p> <p>equation strips, stations, text books, guided notes, quizzes, rubrics</p>	<p>Critical Vocabulary</p> <p>interior angle exterior angle regular irregular perimeter area evaluate</p>

SOHCAHTOA
Type: Unit Plan

SOHCAHTOA

Unit Dates: 3-21 to 4-15	Class: Geometry	Sections: Period 3, Period 6, Period 8
Teachers:		

Unit Description	Course	Length of Unit
We will look at trig formulas and use algebra skills to find missing sides and legs of right triangles.	Geometry	4 Weeks

Standards

<p>IL_Assessment_Framework - Mathematics (2004) - Grade 11</p> <p>State Goal 9 Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.</p> <p>Standard 9A Properties of Single Figures and Coordinate Geometry</p> <p>Objective 9.11.01 Apply the Pythagorean theorem.</p> <p>Standard 9D Trigonometry</p> <p>Objective 9.11.19 Determine distances and angle measures using indirect measurement (e.g., properties of right triangles, Law of Sines, Law of Cosines).</p> <p>Objective 9.11.20 Solve problems using 45°-45°-90° and 30°-60°-90° triangles.</p> <p>Objective 9.11.21 Identify graphs of a given trigonometric function (sin x, cos x) using its characteristics (e.g., period, amplitude).</p> <p>Objective 9.11.22 Define, identify, and evaluate trigonometric ratios.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is the side of the triangle determined when only given one side and one angle measure?		SWBAT find the SIN, COS and TAN of triangles with 80% accuracy.
How do the formulas for finding SIN, COS, and TAN change depending on the numbering and given information?		SWBAT evaluate equations to find trig functions using algebraic reasoning skills with 80% mastery.
Where do we see use these formulas out in the world?		SWBAT combine algebraic equations with geometric figures to solve complex problems with 80% accuracy.

SOHCAHTOA
Type: Unit Plan

ILS		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Trig functions, trig ratios, find missing sides and legs	applying trig function formulas determine theta determine missing angle and missing leg	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task

SOHCAHTOA
Type: Unit Plan

		<input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Tiered problems • example problems • book problems • Stations • Project with Rubric 	<p>Materials</p> <p>equation strips, stations, text books, guided notes, quizzes, rubrics</p>	<p>Critical Vocabulary</p> <p>SIN, COS, TAN, Opposite, Adjacent, Hypotenuse, Theta, Trig Ratio,</p>

Trig
Type: Unit Plan

Trig

Unit Dates: 4-4 to 5-13	Class: Geometry	Sections: Geometry
Teachers:		

Unit Description	Course	Length of Unit
We will look at trig formulas and use algebra skills to find missing sides and legs of right triangles.	Geometry	5-6 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is the side of the triangle determined when only given one side and one angle measure?	Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems	SWBAT find the SIN, COS and TAN of triangles with 80% accuracy.
How do the formulas for finding SIN, COS, and TAN change depending on the numbering and given information?		SWBAT evaluate equations to find trig functions using algebraic reasoning skills with 80% mastery.
Where do we see use these formulas out in the world?		SWBAT combine algebraic equations with geometric figures to solve complex problems with 80% accuracy.
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Trig ratios Triangles and missing sides	Determine which trig formula to use Find missing side using trig	<input checked="" type="checkbox"/> Formative

Trig
Type: Unit Plan

Angles in a triangle	Find missing angle using trig Solve multi-step problems using trig ratios	<input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems
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Trig
Type: Unit Plan

		<input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Graphic organizer • equation strips • manipulatives • book problems • guided notes • stations • tiered problems 	equation strips, stations, text books, guided notes, quizzes, rubrics	sine cosine tangent opposite adjacent hypotenuse angle side ratio trigonometry

Advanced Algebra Trig

September

Building Our Toolkit: Manipulating Expressions, Equations, Inequalities, Approach to Word Problems

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Assessments:</u></p> <p>Class work turned in (formative)</p> <p>Homework (formative)</p> <p>Written Quiz (formative)</p> <p>Project: Your Toolkit (summative)</p> <p>[Quiz will have multiple choice, free response (show solution), and word problems.]</p> <p><u>Standards:</u></p> <p>EEI.28-32.1 <i>Manipulate expressions and equations</i></p> <p>EEI.24-27.6 Solve first-degree inequalities that do not require reversing</p>	<p>Building the tools for the toolkit will be activities for the day around that objective.</p> <p>Perhaps use chart paper (graffiti placemats?) to brainstorm in groups, but at the end each student needs to have an object that displays the tool in their own personal toolkit (envelope decorated with their name and no gang symbols).</p> <p>Tools can be in visual form, they can be written scripts for a performance (that they can read for me once), link to a sound byte on a website, etc.</p> <p>Other Ideas:</p> <ul style="list-style-type: none"> Virtual / literal (guided) note passing to share thought processes in 	<ul style="list-style-type: none"> Manipulate expressions using the order of operations. Manipulate expressions by combining like terms. Utilize the distributive property to simplify expressions and equations. Solve one-step equations. Solve two-step equations. Solve multi-step equations. Critique and evaluate solutions of multi-step equations. Solve inequalities without reversing the sign. Solve inequalities with reversing the sign. Articulate and utilize the class strategy for word problems. 	<p>Why can it be helpful for us to legally change how expressions and equations look?</p> <p>What basic steps do we take to solve problems in our everyday lives?</p>	<p>BIG IDEAS:</p> <p>We can manipulate expressions and equations algebraically in order to solve problems.</p> <p>There are many ways to solve word problems, but we always want to start by circling the information we are given and underlining the question.</p> <ul style="list-style-type: none"> Order of Operations Combining Like Terms Distributive Property One-step equations Two-step equations Multi-step equations Inequalities w/o reversing sign Inequalities w/ reversing sign Number line graphs of inequalities Class strategy for word problems

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>the inequality sign.</p> <p>EEL.28-32.3 Solve linear inequalities that require reversing the inequality sign</p> <p>GR.24-27.1 Identify the graph of a linear inequality on the number line</p> <p>EEL.28-32.2 Write expressions, equations and inequalities for common algebra settings</p> <p>EEL.33-36.1 Write expressions that require planning and/or manipulating to accurately model a situation</p>	<p>solving problems.</p> <ul style="list-style-type: none"> RAFT: One side of an equation writing to the other side of an equation. 			<p>Key Terms: variable, expression, equation, inequality, distributive property, order of operations, manipulate.</p>

October

Functions and Multiple Representations: Math Literacy, Continued

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Assessment:</u></p> <p>Class work (formative)</p> <p>Homework (formative)</p>	<p>Coordinate System as Street address and house number.</p> <p>Relationships in their lives --> are they functions? Why or</p>	<ul style="list-style-type: none"> Explain the parts of common tables and graphs. Read, interpret, and create tables and graphs. Translate between graphs, tables, words, and equations. 	<p>How can we express mathematical information?</p> <p>What do functions express?</p>	<p>BIG IDEA:</p> <p>We can express mathematical information in equivalent ways: graphs, tables, words, and equations. Good problem solvers pick which way to use at</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Written Quiz (formative)</p> <p>Written Test (summative)</p> <p>[Quiz and Test will have multiple choice, free response (show solution), and word problems.]</p> <p>Standards:</p> <p>PS.16-19.3 Read tables and graphs</p> <p>PS.24-27.2 Manipulate data from tables and graphs</p> <p>PS.16-19.4 Perform computations on data from tables and graphs</p> <p>PS.28-32.2 <i>Interpret and use information from figures, tables and graphs</i></p> <p>PS.33-36.2 Analyze and draw conclusions based on information from figures, tables, and graphs.</p> <p>F.28-32.1 Evaluate composite functions at integer</p>	<p>why not?</p> <p>Creating a translator tool (like a Spanish to English dictionary) with instructions on how to move between representations of mathematical information.</p> <p>Vertical line test - add tool to toolkit?</p>	<ul style="list-style-type: none"> Analyze, draw conclusions, and evaluate analysis of figures, tables, and graphs. Define and create functions. Identify domain and range. Determine whether a relation is a function using the vertical line test. Write and evaluate composite functions. 		<p>which time.</p> <p>We can use variables and symbols express relationships between entities in the real world. We call these relationships functions.</p> <ul style="list-style-type: none"> Parts of tables and graphs Data points Coordinate system Examples of tables, graphs, words, and equations expressing the same information. Definition of a relation Definition of a function Domain and Range Vertical Line Test Examples of functions. Composite Functions <p>Key Terms: coordinate system, relation, function, domain, range, composite function</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>values</p> <p>F.33-36.1 Write an expression for the composite of two simple functions</p> <p>EEI.28-32.1 <i>Manipulate expressions and equations</i></p>				

Graphical Analysis of Linear Functions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Assessment:</p> <p>Class work (formative)</p> <p>Homework (formative)</p> <p>Written Quiz (formative)</p> <p>Written Test (summative)</p> <p>[Quiz and Test will have multiple choice, free response (show solution), and word problems.]</p>	<p>Foldable of how to calculate slope given different information. Put in toolkit after graded?</p> <p>Absolute value related to real life -use distance examples and how it doesn't matter whether you're N/S/E/W.</p> <p>Foldable with positive, negative, zero slope, and no slope. Put in toolkit after graded?</p>	<ul style="list-style-type: none"> Graph a line in slope intercept form. Calculate slope given two points. Calculate slope given a point and a parallel. Evaluate and critique calculations of slope. Write and evaluate piece-wise functions. Graph absolute value functions. 	<p>What are the defining characteristics of lines?</p>	<p>BIG IDEA: A line has two defining characteristics: a rate of change and a starting value.</p> <ul style="list-style-type: none"> Slope (positive, negative, zero, no slope) Intercepts Absolute value Piece-wise functions Solution set <p>Key Terms: Slope, intercept, absolute value, undefined.</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Standards:</u></p> <p>EEI.24-27.1 Solve real-world problems using first-degree equations</p> <p>EEI.28-32.4 Solve absolute value equations</p> <p>GR.28-32.2 Match number line graphs with solution sets of linear inequalities</p> <p>GR.28-32.1 Interpret and use information from graphs in the coordinate plane</p> <p>GR.20-23.3 <i>Exhibit knowledge of slope</i></p> <p>GR.24-27.2 Determine the slope of a line from points or equations</p> <p>GR 24-27.3 Match linear graphs with their equations</p>				

November

Systems of Linear Functions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Assessments:</u></p> <p>Class work turned in (formative)</p>	<p>Substitution in sports analogy - when one player is subbed out, they leave the court/field.</p>	<ul style="list-style-type: none"> Explain the relationship between a system of equations and intersecting lines. Solve systems of 	<p>How are the concepts of multiple representations and systems of equations related?</p>	<p>BIG IDEA: A system of equations and Intersecting lines represent exactly the same mathematical</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Homework (formative)</p> <p>Written Quiz (formative)</p> <p>Project: "Make your Case" (summative)</p> <p>[Quiz will have multiple choice, free response (show solution), and word problems.]</p> <p>In the summative project, students will find a word problem (or write one) that yields a system of equations to solve. They will prepare a "legal document" of a solution, why it's correct (showing at least one other method), etc.</p> <p>Standards:</p> <p>EEI.28-32.6 Find solutions for systems of linear equations</p> <p>GR.28-32.4 Use properties of parallel and perpendicular lines to</p>	<p>Graffiti placemats for how to remember strategies and/or when to use which.</p> <p>Quizlet for when to use what strategy flash cards.</p> <p>Tools for each strategy to add to toolkits?</p>	<p>equations.</p> <ul style="list-style-type: none"> Evaluate and critique solutions of systems of equations. Utilize the most efficient method for solving a system of equations. 	<p>When can we solve a system of equations?</p>	<p>information.</p> <p>We can solve for any number of unknowns (variables) as long as we have the same number of equations.</p> <ul style="list-style-type: none"> Graphical solutions Substitution Elimination Linear combination <p>Key Terms: ordered pair, isolate, substitute, intersection</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
determine an equation of a line or coordinates of a point				

December

Quadratic Functions: Part 1

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Assessments: Class work turned in (formative)</p> <p>Homework (formative)</p> <p>Written Quizzes (formative)</p> <p>Project: "Make your Case" (summative)</p> <p>[Quiz will have multiple choice, free response (show solution), and word problems.]</p> <p>Project will be application based - we will do a lab on the flight of a ball and write a simple lab report.</p>	<p>Lab exercise with projectile motion in preparation for project.</p> <p>Quizlet flash cards for terms, definitions, properties, which factoring method to use, etc. - these will be especially helpful after Winter Break to refresh ourselves!</p>	<ul style="list-style-type: none"> • Multiply two binomials • Evaluate quadratic functions at given values • Recognize and plot special characteristics of parabolas and circles. 	<p>What processes in the world around us are accurately modeled as quadratic functions?</p>	<p>BIG IDEA: Quadratic functions have powerful applications (projectiles, acceleration/deceleration) that allow us to model the world around us.</p> <p>Just as subtraction "undoes" addition, factoring quadratics "undoes" multiplying binomials.</p> <ul style="list-style-type: none"> • Monomial, Binomials, Trinomials, and their properties • Quadratic forms • Examples of quadratic functions (projectile motion, etc.) • Perfect Squares • Parabolas and vertices • Complex Numbers and

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Standards:</p> <p>EE.1 20-23.5 <i>Multiply two binomials</i></p> <p>F.20-23.1 Evaluate quadratic functions, expressed in function notation, at integer values.</p> <p>EEI.28-32.5 <i>Solve quadratic equations</i></p> <p>GR.28-32.5 Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>GR.33-36.2 Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p>				<p>their properties</p> <p>Key Terms: polynomial, perfect square, parabola, vertex, quadratic equation, complex number, real part, imaginary part</p>

January

Quadratic Functions: Part 2

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Assessments:</p> <p>Class work turned in (formative)</p>	<p>Back-channel conversations about factoring, specifically sharing internal monologues - showing how everybody thinks about these a bit</p>	<ul style="list-style-type: none"> Utilize the difference of two squares to efficiently factor special quadratics. Factor quadratics of the form $x^2 + bx + c$. Factor quadratics of the 	<p>How are multiplying binomials and factoring quadratics related?</p>	<p>BIG IDEA: Quadratic functions have powerful applications (projectiles, acceleration/deceleration) that allow us to model the world</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Homework (formative)</p> <p>Written Quizzes (formative)</p> <p>Written Test (summative)</p> <p>[Quizzes and Test will have multiple choice, free response (show solution), and word problems.]</p> <p>Standards:</p> <p>EEI.24-27.5 Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>NCP.24-27.9 Exhibit some knowledge of the complex numbers</p> <p>NCP.28-32.5 Multiply two complex numbers</p> <p>NCP.33-36.3 Apply properties of complex numbers</p>	<p>differently.</p> <p>(I'll probably do these with paper and pen as note passing things since we don't have a computer for each student.)</p>	<p>form $ax^2 + bx + c$.</p> <ul style="list-style-type: none"> Evaluate and critique solutions to factoring problems using two methods (FOIL the answer, or do the problem yourself!) Identify the real part and the imaginary part of a complex number. Apply properties of complex numbers to add, subtract, multiply, and divide them. 		<p>around us.</p> <p>Just as subtraction "undoes" addition, factoring quadratics "undoes" multiplying binomials.</p> <ul style="list-style-type: none"> Monomial, Binomials, Trinomials, and their properties Quadratic forms Examples of quadratic functions (projectile motion, etc.) Perfect Squares Parabolas and vertices Complex Numbers and their properties <p>Key Terms: polynomial, perfect square, parabola, vertex, quadratic equation, complex number, real part, imaginary part</p>

Advanced Algebra Trig

Month	Essential Questions	Assessment	Content & Resources	Skills

Quadratic Functions
Type: Unit Plan

Quadratic Functions

Unit Dates: 12-6 to 2-18	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEA: Quadratic functions have powerful applications (projectiles, acceleration/deceleration) that allow us to model the world around us.</p> <p>Just as subtraction "undoes" addition, factoring quadratics "undoes" multiplying binomials.</p> <p>The important aspects of the quadratics unit are FOIL, factoring, complex numbers, simplifying square roots, and graphical transformations. I will start out the unit with students graphing the height of a ball thrown over time—they will naturally come up with a parabola. From there, we'll move into graphing, using what we know from Unit 3. I'll be sure to showing the three types of quadratic equations: standard form, x-intercept, and vertex form. These will later translate to factoring and completing the square and graphing first will give student's meaning to each. To help students understand graphical transformations when graphing in vertex form, I'll show the similarities between point-slope form of a line and vertex form of a quadratic.</p> <p>From here, I'll start algebraically solving quadratics using: factoring, square roots, the quadratic formula, and completing the square. I'll be sure to emphasize the</p>	Advanced Algebra Trig	41 days/class periods

Quadratic Functions
Type: Unit Plan

<p>completing the square. I'll be sure to emphasize the multiple types of factoring as this will transfer to polynomials. When solving with square roots, I'll introduce complex numbers. Complex numbers will be a struggle but when graphing them the skills will build how different coordinate systems work (polar and parametric in Pre-Calculus). Similar to systems, teach students when to use each strategy for solving quadratics.</p>		
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Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What processes in the world around us are accurately modeled as quadratic functions?</p> <p>How are multiplying binomials and factoring quadratics related?</p>	<p>EE.I 20-23.5 <i>Multiply two binomials</i></p> <p>F.20-23.1 Evaluate quadratic functions, expressed in function notation, at integer values.</p> <p>EEI.28-32.5 <i>Solve quadratic equations</i></p> <p>GR.28-32.5 Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>GR.33-36.2 Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> <p>EEI.24-27.5 <i>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</i></p> <p>NCP.24-27.9 <i>Exhibit some knowledge of the complex numbers</i></p> <p>NCP.28-32.5 <i>Multiply two complex numbers</i></p> <p>NCP.33-36.3 <i>Apply properties of complex numbers</i></p>	<p>Multiply two binomials</p> <p>Evaluate quadratic functions at given values</p> <p>Recognize and plot special characteristics of parabolas and circles.</p> <p>Utilize the difference of two squares to efficiently factor special quadratics.</p> <p>Factor quadratics of the form $x^2 + bx + c$.</p> <p>Factor quadratics of the form $ax^2 + bx + c$.</p> <p>Evaluate and critique solutions to factoring problems using two methods (FOIL the answer, or do the problem yourself!)</p> <p>Identify the real part and the imaginary part of a complex number.</p> <p>Apply properties of complex numbers to add, subtract, multiply, and divide them.</p>

Quadratic Functions
Type: Unit Plan

ILS		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Monomial, Binomials, Trinomials, and their properties</p> <p>Quadratic forms</p> <p>Examples of quadratic functions (projectile motion, etc.)</p> <p>Perfect Squares</p> <p>Parabolas and vertices</p> <p>Complex Numbers and their properties</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task

Quadratic Functions
Type: Unit Plan

		<input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • 	<p>Materials</p> <p>Algebra tiles for factoring quadratics.</p> <p>Chart paper for practicing box method (alternative to FOIL).</p> <p>Lab exercise with projectile motion in preparation for project.</p> <p>Quizlet flash cards for terms, definitions, properties, which factoring method to use, etc. - these will be especially helpful after Winter Break to refresh ourselves!</p> <p><u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets</p>	<p>Critical Vocabulary</p> <p>Key Terms: polynomial, perfect square, parabola, vertex, quadratic equation, complex number, real part, imaginary part</p>

Conic Sections
Type: Unit Plan

Conic Sections

Unit Dates: 2-22 to 3-16	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEAS: Quadratics as we know them (parabolas) are special cases in the world of conic sections.</p> <p>Conic sections are all sets of points defined as equidistant from some set point, line, or combination of points or lines.</p> <p>Many skills used in this unit are transferable from Unit 5, particularly completing the square. Each conic section will be handled over the course of two days (perhaps one with hyperbolas so as to not dwell too long there), and then we will step back at the end of the unit, and look at similarities/differences between the conics, their equations, etc.</p>	Advanced Algebra Trig	16 Days/Class periods

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Using the form of a conic section, how can we show that quadratic and linear functions are special cases?	GR.28-32.5 Recognize special characteristics of	<ul style="list-style-type: none"> •SWBAT find the center/vertex of various conic sections by completing the square on 3 of 4 problems. •SWBAT write equations of various conic sections from

Conic Sections
Type: Unit Plan

<p>What are the similarities and differences between conic sections?</p>	<p>parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>NCP.24-27.6 Work problems involving positive integer exponents</p> <p>EEI.24-27.4 Add, subtract and multiply polynomials</p> <p>F.24-27.1 Evaluate polynomial functions, expressed in function notation, at integer values.</p>	<p>their graphs on 3 of 4 tries.</p> <ul style="list-style-type: none"> •SWBAT evaluate functions in function notation on 5 of 6 tries. •SWBAT understand composition of functions and combine functions by composition on 3 of 4 tries.
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> - Function Notation - Composite Functions - CONIC SECTIONS (writing equations and graphing) 	<ul style="list-style-type: none"> - Writing equations from graphs. - Identifying center/vertex from equation. - Completing the square to put equation in standard form in order to pull out vertex/center. - Evaluating compositions of functions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer

Conic Sections
Type: Unit Plan

		<input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Graphic organizer to compare/contrast conics 	<p>Materials</p> <p>Paper and scissors to make flip books for different types of conics.</p> <p>White boards w/ grids on one side, markers, erasers.</p> <p>Chart paper for graffiti place-mats, etc.</p> <p><u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets</p>	<p>Critical Vocabulary</p> <p><u>Key Terms:</u> parabola, hyperbola, ellipse, circle, conic</p>

Major Topics in Algebra Trig
Type: Unit Plan

Major Topics in Algebra Trig

Unit Dates: 3-17 to 4-29	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEA: There are certain skills that we MUST have in order to be successful on the ACT and in future math courses. We need to work on ironing out the kinks in those skills.</p> <p>All of this unit will be review, selecting the 20 or so skills that students really need to be successful in their math careers from this point forward. We will revisit each objective by being honest about what we know and don't know, and using skills we do have to give others context.</p>	Advanced Algebra Trig	25 days/class periods.

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What is our generalized problem solving process/approach?</p> <p>How can I keep track of when to use which skill?</p>	<p>Perform computations on data from tables and graphs</p> <p>Exhibit some knowledge of the complex numbers</p> <p>Multiply two complex numbers</p> <p>Combine like terms</p> <p>Solve routine first-degree equations</p> <p>Multiply two binomials</p> <p>Identify solutions to simple quadratic equations</p> <p>Add, subtract, and multiply polynomials</p>	<p>There are certain skills that can take us far in our math career if we have them down pat.</p> <p>When taking a test, we need to be able to pick out the ones we know!</p>

Major Topics in Algebra Trig
Type: Unit Plan

	<p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Solve quadratic equations</p> <p>Find solutions to systems of linear equations</p> <p>Determine the slope of a line from points or equations</p> <p>Evaluate quadratic functions, expressed in function notation, at integer values</p>	
ILS		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Slope</p> <p>Lines</p> <p>Systems of Equations</p> <p>Polynomials</p> <p>Functions & Function Notation</p> <p>Factoring</p> <p>Quadratics</p> <p>Complex Numbers</p> <p>Conic Sections</p>	<p>Solve multi-step equations</p> <p>Calculate averages (various unknowns)</p> <p>Find slope given two points</p> <p>Write equations of lines in slope intercept form (various unknowns)</p> <p>Graph a line in slope-intercept form</p> <p>Solve systems of equations with substitution</p> <p>Set up and solve systems of equations word problems</p> <p>Classify polynomials by degree or number of terms</p> <p>Add/subtract polynomials</p> <p>Evaluate functions in function notation</p> <p>Multiply polynomials (box method)</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p>

	<p>Multiply polynomials (box method)</p> <p>Factor using GCF</p> <p>Factor using difference of squares</p> <p>Factor $x^2 + bx + c$</p> <p>Factor $ax^2 + bx + c$</p> <p>Factor polynomials completely</p> <p>Solve quadratic equations by factoring</p> <p>Solve quadratic equations by completing the square</p> <p>Solve quadratic equations using the quadratic formula</p> <p>Evaluate powers of i</p> <p>Add/subtract complex numbers</p> <p>Multiply/divide complex numbers</p> <p>Solve quadratic equations having complex roots</p> <p>Graph/write equations of parabolas</p> <p>Graph/write equations of circles</p>	<p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input type="checkbox"/> Performance Assessment</p> <p><input type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Self Evaluation</p> <p><input type="checkbox"/> Structured Interview</p> <p><input type="checkbox"/> Textbook/Workbook Problems</p> <p><input type="checkbox"/> True/False</p>
<p>Instructional Strategies</p>	<p>Materials</p> <p>Brightstorm Videos for short review lessons.</p> <p>Chart paper for making posters and summarizing ideas (getting the big picture).</p> <p>Review sheets with problems students shouldn't know how to do in order to get in the habit of skipping problems.</p>	<p>Critical Vocabulary</p>

Trigonometry
Type: Unit Plan

Trigonometry

Unit Dates: 5-2 to 5-20	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEA: Special right triangle ratios correspond to "special" points on the sinusoidal graphs of sin, cos, and tan.</p> <p>On the ACT, only basic trigonometric ideas are tested but for further mathematics, a deeper understanding of trigonometry is necessary. I'll try to build the cohesion between special right triangles, trigonometric functions, unit circle and sinusoidal functions.</p> <p>We'll start by splitting an equilateral triangle - this will form two 30-60-90 triangles and students can discover the ratios. We'll use these to create the ratios of trig functions - sin, cos, tan. We can then use these to literally build the unit circle. Using the unit circle, we'll create a table of the sin-cos-tan and then draw the sinusoidal graphs.</p> <p>Once again, this is an awesome way to connect graphs to tables to equations. Lastly, I'll try to make sinusoidal functions fun by studying real but highly accurate and predictable trigonometric functions like sunrise or sunset times, tides, etc.</p>	Advanced Algebra Trig	15 Days/Class periods

Standards

Trigonometry
Type: Unit Plan

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How does the unit circle map the way for the graphs of the trig functions sin, cos, and tan?</p> <p>Where can we find the ratios of special right triangles in our graphs of the trig functions sin, cos, and tan?</p>	<p>F.24-27.2 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths</p> <p>F.28-32.2 Apply basic trigonometric ratios to solve right-triangle problems</p> <p>F.33-36.2 Use trigonometric concepts and basic identities to solve problems</p> <p>F.33-36.3 Exhibit knowledge of unit circle trigonometry</p> <p>F.33-36.4 Match graphs of basic trigonometric functions with their equations</p>	<ul style="list-style-type: none"> - Find missing side lengths of right triangles. - Use inverse functions to find missing angles. - Apply Law of Sines. - Apply Law of Cosines. - Graph trigonometric functions sin, cos, tan. - Translate and reflect trigonometric functions. - Verify trigonometric identities. - Solve trigonometric equations. - Write trigonometric functions to model a reliable process.
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> - Right Triangles and Special Right Triangles - Radians/Degrees - Unit Circle - General Angles (i.e. Trig Functions not in special right triangles) - Graphing Calculators and Trig Functions - Trig Identities 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay

Trigonometry
Type: Unit Plan

		<input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
	Graph paper & Gridded Whiteboards Trig identities Quizlet flashcards Construction Paper for special right triangle Jigsaw <u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets	<u>Key terms:</u> opposite, adjacent, hypotenuse, radian, inverse

Statistics and Probability

Unit Dates: 5-23 to 6-10	Class: Advanced Algebra Trig	Sections: Period 1, Period 2, Period 6, Period 7
Teachers:		

Unit Description	Course	Length of Unit
<p>BIG IDEAS: Probability is an incredibly powerful tool for predicting outcomes in the real world.</p> <p>Casinos and lotteries make money because they have probability on their side.</p> <p>Statistics is something that students will find interesting if taught through their real life situations –ex. how many combinations of peanut butter and jelly exist? As well as with social justice themes –stats of graduation rates vs. income, or employment by race, class, job type, gender, etc. Statistic labs can also be a great way to build understanding. While this can sometimes be a grab-bag of topics –it is fun and can be challenging. The ACT really emphasizes the multiple uses of averages so I'll be sure to hit on finding basic averages and finding missing values within an average formula.</p>	Advanced Algebra Trig	14 Days/Class periods

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do casinos make money?		- Apply counting principles

Statistics and Probability
Type: Unit Plan

<p>How many 10-digit phone numbers are possible? Are we in danger of ever running out? How do we know?</p>	<p>PS.24-27.2 Manipulate data from tables and graphs PS.28-32.2 Interpret and use information from figures, tables and graphs PS.33-36.2 Analyze and draw conclusions based on information from figures, tables, and graphs. PS.16-19.5 Use the relationship between the probability of an event and the probability of its complement PS.24-27.3 Communicate straightforward probabilities for common situations PS.28.32.3 Apply counting techniques</p>	<ul style="list-style-type: none"> - Compute combinations - Compute permutations - Use Pascal's Triangle - Calculate conditional probability - Calculate marginal probability - Find basic averages - Find missing values within an average formula
<p>ILS</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> - Fundamental Counting Principle - Permutations - Combinations - Averages (simple and complex) - Conditional Probability - Marginal Probability 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank



Statistics and Probability
Type: Unit Plan

		<input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p> <p>Dice, cards, coins, etc. for examples/labs in class.</p> <p>Lottery tickets for each class after we work out how slim our chances of winning really are.</p> <p>Paper for making Pascal's Triangles.</p> <p><u>Other Things:</u> Notes Packets Class Work Bell Ringer Sheets Homework Packets</p>	<p>Critical Vocabulary</p> <p><u>Key Terms:</u> event, outcome, conditional probability, marginal probability</p>

Reading in the Language Arts

September

What Every Student Needs to Know About Reading: The Basic Fundamentals of Reading

Month	Essential Questions	Assessment	Content & Resources	Skills
1. Read 180 Practice Tests 2. Guided Practice 3. Fact or Opinion 4. Graphic Organizers 5. Rubrics 6. Role Playing 7. rSkills Tests	Power point presentations on one Dr. King's speeches. Examining the accomplishments of Dr. Martin Luther King and his fight for equality. Essays Think-Pair-Share Read-Pair-Share Think-Write-Pair Share Time-line of the Life and Times of Dr. King	Illinois State Standards   College Readiness Standards 13-15 Recognize a clear intent of an author or narrator in uncomplicated literary narratives Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect	 <i>What is Reading? How does reading have an impact on the career that you have chosen?</i> <i>Have you ever heard the saying: Everyone has their version of the story and then there's the truth. Where does perception end and reality begin?</i>	The basic fundamental skills that are critical for success in the reading process and beyond. <ul style="list-style-type: none"> • Fluency • Vocabulary • Comprehension Fluency (accuracy, rate, and expression) Vocabulary (decoding, base words, target words, prefixes, and suffixes) Comprehension (main idea and details) Defining the terms reality and perception with assist students with understanding the purpose for reading: to gain an understanding. By comparing and contrasting the benefits and disadvantages of Dr.

Reading in the Language Arts

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		relationships within a single paragraph in uncomplicated literary narratives	<i>same time?</i>	King struggle for equal rights students will realize how a character may not always win but contributions may live on or have a profound effect on those around them.

October

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> Whole Group - Shared Reading Small Group-Guided Practice/Reading Skill Tracker - students/teacher will track their understanding by adding data to data charts. Coaching-demonstrate and provide suggestions <p>Open Ended Questions</p>	Revisit Target	<p>College Readiness Standards</p> <p>13-15 Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in paragraph</p> <p>20-26</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in</p>	What is making inferences?	<p>Key Terms</p> <ul style="list-style-type: none"> Background Knowledge Text Clues Inference Stated Ideas Unstated Ideas Estimation Educated Guessing Assumptions Predictions <p>Making inferencing can have a profound effect on one's ability to think critically and in making decisions.</p>

Reading in the Language Arts

Month	Essential Questions	Assessment	Content & Resources	Skills
		passages.	How does inferencing apply to one's career or everyday situation?	

November

When Music Offends: Comprehending the Author's Purpose

Month	Essential Questions	Assessment	Content & Resources	Skills
Quizzes	Think -Pair-Share	College Readiness Standards Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Illinois State	Who decides what we listen to and how do they fall in line with our constitutional rights; Freedom of Speech?	There are a number of comprehension strategies that help us to understand the author's purpose. Students have the opportunity to view strategies to build background about freedom of speech and music censorship. Key Terms <ul style="list-style-type: none"> critic Controversy
Short Answer	rBooks			
rSkills Test 2	www.wordle.com			
Essays	www.jottit.com			
Data Charts/Tracking Charts	www.polleverywhere.com projects www.scholastic.com/read180/community			

Reading in the Language Arts

Month	Essential Questions	Assessment Standards	Content & Resources	Skills
		<p>2.B Read and interpret a variety of literary works.</p> <ul style="list-style-type: none"> Preview text features to activate prior knowledge . Identify important details Organize important details 		<ul style="list-style-type: none"> Confront promote amendments

December

Problem Solving: How Well Do You Handle Your Money?



Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Proper use of commas with introductory words in own writing.</p> <p>Understand vocabulary of multiple-meaning words</p>	<p>Graphic Organizers</p> <p>Class/Small Group Discussions</p> <p>Vocabulary Practice</p>	<p>2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</p> <p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic</p>	<p>How can money hurt teenagers?</p> <p>What are the causes of debt or poor money management skills?</p>	<p>Developing strong money management skills is essential to the future of teenagers and young adults.</p> <p>Researching the aspects of a students' career interest and its' qualifications and salary can provide rewarding results to</p>

Reading in the Language Arts

Month	Essential Questions	Assessment	Content & Resources	Skills
Attempts to solve a problem.	<p>Responsive Writing Assignments</p> <p>Class Debate</p> <p>Peer/teacher editing practice</p>	<p>materials</p> <p>1.B Apply reading strategies to improve understanding and fluency.</p> <p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p> <p>Organize information about problems and solutions.</p> <p>Preview text to activate prior knowledge.</p> <p>Practice identifying details that support the main idea.</p> <p>Discover new vocabulary terms.</p>	<p>Is money another form of trading that can be altered?</p>	<p>students.</p> <p>Key Terms;</p> <p>debt</p> <p>wages</p> <p>compensate</p> <p>compulsive behaviors</p> <p>financial freedom</p> <p>expensive</p> <p>interest</p> <p>responsible</p>

January

How Has The Progression of Disease Control Saved Lives?

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> Practice test-taking strategies: fill-in-the-blanks Demonstrate understanding of text selections, vocabulary, and skills. Answer multiple choice questions. 	<ul style="list-style-type: none"> rBooks Fill-in-the-blank Narrative Paragraph Graphic Organizers Data Driven Instruction Vocabulary Search Speeches Study Synonyms and 	 	<p>What is a plague?</p> <p>Which plague is most frightening to you?</p>	<p>Preview text features to activate prior knowledge, set purpose, and generate questions before reading.</p> <p>Review and apply meaning of target vocabulary</p>

Reading in the Language Arts

Month	Essential Questions	Assessment	Content & Resources	Skills
<ul style="list-style-type: none"> • On demand writing by responding to an open-minded, short-answer prompt. • 	<p>Antonyms</p> <ul style="list-style-type: none"> • Short answers and open ended questions. 		<p>Do you think that a disease could ever be used as weapon?</p>	<p>Key Terms</p> <ul style="list-style-type: none"> • contagious • epidemic • impact • internal • resistance • expose

The Front Lines of Justice
Type: Unit Plan

The Front Lines of Justice

Unit Dates: 2-1 to 3-11	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
The Road to Equality: the wage on war to end slavery, discrimination and unfair laws continued for a century after the Civil War. In the 1960's another critical battle took place: the fight for civil rights.	Enhancing reading, writing, and fluency skills for freshmen students.	3 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p> <p>Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Grade Level Standard 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>

The Front Lines of Justice
Type: Unit Plan

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Grade Level Standard 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.

CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 11-12 English Language Arts

Strand R Reading

RI Informational Text

Craft and Structure

Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard 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).

Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade Level Standard 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.

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade Level Standard 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.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
Why was there such a strong resistance for AA to gain equality in America?	CRS 13-15	SWBAT take a glimpse at the pain and passion of this critical period in our nation's history.
ILS 2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Biographical Sketch: An Angry Young Man	Comprehension	<input checked="" type="checkbox"/> Formative
Historical Documents: In Their Own Words	Fluency	<input type="checkbox"/> Summative

The Front Lines of Justice
Type: Unit Plan

<p>Poem: Ballad of Birmingham</p>	<p>Making Inferences Cross-Text Analysis</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Project<input checked="" type="checkbox"/> Reflective Essay<input checked="" type="checkbox"/> Short Answer<input type="checkbox"/> Constructed Response<input checked="" type="checkbox"/> Creative Performance or Exhibition<input checked="" type="checkbox"/> Essay<input checked="" type="checkbox"/> Fill in the Blank<input checked="" type="checkbox"/> Graphic Organizer<input checked="" type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input checked="" type="checkbox"/> Matching<input checked="" type="checkbox"/> Multiple Choice<input type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input type="checkbox"/> Performance Task<input type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Quiz<input checked="" type="checkbox"/> Rubric<input checked="" type="checkbox"/> Self Evaluation<input type="checkbox"/> Structured Interview<input checked="" type="checkbox"/> Textbook/Workbook Problems<input checked="" type="checkbox"/> True/False
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The Front Lines of Justice
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• Writing Personal Narrative• Grammar: Adverbs and correcting sentence fragment.• Literary Elements: Rhyme, Point of View, and Irony	rBook video of Little Girls by Spike Lee	accomplish enforce influential protest register demonstration sacred marches bombings registered witness segregations Jim Crow lynching

Crime, Punishment, and Teens
Type: Unit Plan

Crime, Punishment, and Teens

Unit Dates: 3-1 to 3-31	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
Identify the steps used to compare and contrast ideas from a newspaper article. Use a graphic organizer to compare and contrast ideas.	To enhance students reading, writing, and comprehension skills.	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RI Informational Text</p> <p>Key Ideas and Details</p> <p>Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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>Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Grade Level Standard 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>Craft and Structure</p> <p>Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Grade Level Standard 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>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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>

Crime, Punishment, and Teens
Type: Unit Plan

W.9-10.1.c 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.
W.9-10.1.d 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.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How should teen criminals be punished? What happens to them once they enter the justice system? Is justice served or denied?</p>	<p>ICRS 20-23</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>	<p>SWBAT look into the lives of teens who have committed crimes and gain a better understanding of how our judicial systems deals with under aged criminals.</p>
<p>ILS</p> <p>1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p> <p>1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>rSkills Test- comprehension, vocabulary/word study, grammar usage, and mechanics.</p> <p>Functional Literacy- read to find out about careers.</p>	<p>Vocabulary study</p> <p>Shared reading</p> <p>Compare and contrast</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p>

Crime, Punishment, and Teens
Type: Unit Plan

<p>Identify aspects of a specific job, including duties, skill and education required along with salary.</p>	<p>comprehension</p> <p>Descriptive paragraph</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Portfolio <input type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>

Crime, Punishment, and Teens
Type: Unit Plan

<ul style="list-style-type: none">• The 5th Amendment• Writing and Grammar• Test Taking Strategies• Vocabulary• Real World Connections•	rBook Step up to Writing handouts Selected reading materials	statistic judicial accuse counselor transition encourage crucial evaluate consequence
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Your Brain Exposed
Type: Unit Plan

Your Brain Exposed

Unit Dates: 4-1 to 4-29	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
Using comprehension strategies to assist proficient readers to arrive at conclusions about a text.	Designed to enhance students reading, writing, and comprehension skills.	3 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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> <p>W.9-10.1.d 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>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Grade Level Standard 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> <p>W.9-10.3.a 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> <p>W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>W.9-10.3.d 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>W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Your Brain Exposed
Type: Unit Plan

Grade Level Standard W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Strand SL Speaking and Listening

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade Level Standard 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.

Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Strand L Language

Vocabulary Acquisition and Use

Anchor Standard L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade Level Standard 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.

L.9-10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How does the brain control all the systems of the body and the ways it makes the body work?	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>	<p>SWBAT identify the steps used to find cause and effect. Use a graphic organizer to show cause and effect relationships.</p> <p>Practice finding cause and effect relationship in a magazine article.</p>
<p>ILS</p> <p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Analyze the functions of the brain through cause and effect concepts.</p> <p>Evaluate the use of scientific rats to provide evidence of medicine and treatments for the human brain.</p>	<p>Cause and Effect</p> <p>Making Inferences</p> <p>Story Elements</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p>

Your Brain Exposed
Type: Unit Plan

	<p>Problem and Solution</p> <p>Summarize</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>

Your Brain Exposed
Type: Unit Plan

<ul style="list-style-type: none">• Vocabulary/Word Study• Writing and Grammar• Functional Literacy• Cause and Effect• Critical Thinking• Test Taking Strategies	<p>videos rBooks graphic organizers Cornell Note Step up to writing</p>	<p>structure essential diminish dominant vital ambush complex biography</p>
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Killer Plagues/Combat Zone
Type: Unit Plan

Killer Plagues/Combat Zone

Unit Dates: 5-2 to 5-31	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
Understand about deadly diseases past and present and how they spread and impact the lives of an entire civilization.	Strengthening the knowledge of students reading, writing, and comprehension skills.	4 weeks

Standards

<p>CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 9-10 English Language Arts</p> <p>Strand R Reading</p> <p>RL Literature</p> <p>Key Ideas and Details</p> <p>Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Grade Level Standard 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> <p>Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Strand W Writing</p> <p>Text Types and Purposes</p> <p>Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Grade Level Standard 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> <p>W.9-10.1.a 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> <p>W.9-10.1.b 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> <p>W.9-10.1.c 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> <p>W.9-10.1.d 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.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
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Killer Plagues/Combat Zone
Type: Unit Plan

<p>Grade Level Standard 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> <p>W.9-10.3.a 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> <p>W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>W.9-10.3.d 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>W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Strand SL Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Grade Level Standard 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> <p>SL.9-10.1.a 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>SL.9-10.1.c 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>SL.9-10.1.d 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>Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Strand L Language</p> <p>Conventions of Standard English</p> <p>Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Grade Level Standard L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.b Use a colon to introduce a list or quotation.</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Why might a soldier regret, or feel sorry about killing an enemy during war/</p> <p>How does the government and other officials grab a hold on infectious diseases?</p>	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>	<p>SWBAT: find the sequence of events through the use of a graphic organizer.</p> <p>research how communicable diseases are spread and controlled.</p> <p>investigate how war impacts the lives of a soldier.</p> <p>Use text marking to identify story elements.</p> <p>analyze the setting, characters and plot of a short story.</p>

Killer Plagues/Combat Zone
Type: Unit Plan

		analyze the setting, characters and plot of a short story.
ILS		
1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Using the sequencing of events to learn about how diseases spread and the importance of immunization.	Sequencing and Events Main Idea and Details Story Elements Summarize	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist

Killer Plagues/Combat Zone
Type: Unit Plan

		<input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> • Reading Comprehension • Vocabulary • Critical Thinking • Test Taking Strategies • Writing and Grammar • Functional Literacy 	<p>rBook Videos Powerpoint presentations dry erase boards/pens</p>	<p>feasible expose courageous infect estimate ambush complicated hesitate peril ponder</p>

Amigo Brothers
Type: Unit Plan

Amigo Brothers

Unit Dates: 6-1 to 6-17	Class: Reading in the Language Arts	Sections: 2nd, 5th, 6th, and 7th Periods
Teachers:		

Unit Description	Course	Length of Unit
To analyze story elements, increase comprehension and appreciation for the reading.	To enhance students' reading, writing, and comprehension skills.	3 weeks

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How does sports have a negative and positive impact upon teenagers?	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	SWBAT analyze the setting, characters, and plot of a short story.
ILS 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
Theme: students will understand the author's purpose, appreciate a text, and think deeply about ideas.	Literature critique Setting character	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative

Amigo Brothers
Type: Unit Plan

	<p>plot theme prefixes word families subject verb agreement using possessives</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Project<input checked="" type="checkbox"/> Reflective Essay<input checked="" type="checkbox"/> Short Answer<input checked="" type="checkbox"/> Constructed Response<input checked="" type="checkbox"/> Creative Performance or Exhibition<input type="checkbox"/> Essay<input checked="" type="checkbox"/> Fill in the Blank<input checked="" type="checkbox"/> Graphic Organizer<input type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input checked="" type="checkbox"/> Matching<input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input checked="" type="checkbox"/> Performance Task<input checked="" type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Quiz<input checked="" type="checkbox"/> Rubric<input checked="" type="checkbox"/> Self Evaluation<input checked="" type="checkbox"/> Structured Interview<input checked="" type="checkbox"/> Textbook/Workbook Problems<input checked="" type="checkbox"/> True/False
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Amigo Brothers
Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none">• Theme• Vocabulary• The use of short stories	rBook video footage of boxers: Mike Tyson and M. Ali	demolish devastating elimination emerge evade mingle profession approval disadvantage clarity

Scientific Inquiry
Type: Unit Plan

Scientific Inquiry

Unit Dates: 9-20 to 9-23	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Students will explore the basic framework and elements of scientific inquiry. Scientific inquiry is an investigative process that we will use throughout this year to discover themes and concepts in biology.	Biology	4 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 11 Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>Standard 11A Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>Objective 11.11.01 Understand and follow procedures relating to scientific investigations, including understanding the design and procedures used to test a hypothesis, organizing and analyzing data accurately and precisely, producing and interpreting data tables and graphs, performing appropriate calculations, applying basic statistical methods to the data, identifying appropriate conclusions, making predictions, and evaluating competing models.</p> <p>Objective 11.11.02 Distinguish among the following: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, comparing data.</p> <p>Objective 11.11.03 Identify possible sources of error in an experiment.</p> <p>Objective 11.11.04 Distinguish and define the following components of typical experiments: constants, variables, experimental group, control group (or control setup).</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do scientists investigate the world?	IOD 201- identify the basic parts of a graph. IOD 202 - take one piece of data out of a graph or table.	Scientific inquiry involves an 8 step process that is called the scientific method. These steps include 1.Observation 2.Question 3.Hypothesis 4.Experiment 5.Results 6.Conclusion 7.Publish 8.Repeat. The basic tools of scientific inquiry are observation and inference. Observations use the 5 senses to record the
How do scientists do research?		
Why do scientists do experiments?		

Scientific Inquiry
Type: Unit Plan

		<p>elements and phenomenon in the environment. Then scientists use inference to make judgements based on the observations.</p> <p>There are two types of observation, which we call qualitative and quantitative. Qualitative is an observation that has to do with the quality of an object, such as color or shape. On the other hand, quantitative observations have to do with numbers, such as specific length or weight of an object.</p> <p>Scientists classify observed elements that change in the environment as variables; however, elements, that don't change are constants. There are two types of variables: those that change independently of other elements in the environment and those that change dependently on the changes in other elements in the environment.</p> <p>If scientists wish to study a variable in the environment, he or she must hold all variables constant except one variable. Only then in isolation of one dependent variable and one independent variable can the scientist identify cause and effect, which is the goal of scientific inquiry. Scientists can further compare variables by introducing controlled variables, or elements that change in predictable ways.</p>
<p>ILS see above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>SWBAT list the 8 steps of the scientific method with 80% mastery.</p>		<p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p>

Scientific Inquiry
Type: Unit Plann

<p>SWBAT define observation and inference with 80% mastery.</p> <p>SWBAT make at least 3 quantitative and qualitative observations and 3 inferences with 100% mastery.</p> <p>SWBAT analyze a case study of an experiment to determine the independent, dependent, and controlled variables.</p>		<ul style="list-style-type: none"><input checked="" type="checkbox"/> Multiple Choice<input checked="" type="checkbox"/> Portfolio<input type="checkbox"/> Project<input type="checkbox"/> Reflective Essay<input checked="" type="checkbox"/> Short Answer<input type="checkbox"/> Constructed Response<input type="checkbox"/> Creative Performance or Exhibition<input type="checkbox"/> Essay<input type="checkbox"/> Fill in the Blank<input checked="" type="checkbox"/> Graphic Organizer<input checked="" type="checkbox"/> Journal and Learning Logs<input type="checkbox"/> Learning Contract<input checked="" type="checkbox"/> Matching<input type="checkbox"/> Multiple Choice<input type="checkbox"/> Observation Checklist<input type="checkbox"/> Performance Assessment<input type="checkbox"/> Performance Task<input type="checkbox"/> Portfolio<input checked="" type="checkbox"/> Quiz<input type="checkbox"/> Rubric<input type="checkbox"/> Self Evaluation<input type="checkbox"/> Structured Interview<input checked="" type="checkbox"/> Textbook/Workbook Problems<input checked="" type="checkbox"/> True/False
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Scientific Inquiry
 Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p> <p>Clipboard with student record matrix</p>	<p>Scientific Inquiry</p> <p>Scientific Method</p> <p>Hypothesis</p> <p>Observation</p> <p>Inference</p> <p>Experiment</p> <p>Results</p> <p>Qualitative</p> <p>Quantitative</p> <p>Variable</p> <p>Independent Variable</p> <p>Dependent Variable</p> <p>Controlled Variable</p> <p>Constant</p>

Ecosystems
Type: Unit Plan

Ecosystems

Unit Dates: 9-27 to 10-29	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Ecology is the interaction among organisms and between organisms and their environment. Through the use of various tables' graphs and diagrams, students will be able to analyze data to show the impact of these interactions. During this unit, students will develop a greater understanding of how ecological concepts through the use of various labs to help enrich their experience through experimental lab skills.	Biology	23 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12B Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p>Ecology and Adaptation</p> <p>Objective 12.11.31 Understand the causes of ecosystem disruptions: changes in climate, human activity, introduction of a nonnative species, changes in population size, sudden natural disasters.</p> <p>Objective 12.11.35 Understand that a vital part of an ecosystem is the stability of its producers and decomposers.</p> <p>Objective 12.11.36 Understand the effects upon the population of a species caused by various ecological factors, particularly</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How are living things related within the biosphere?	<p>CRS</p> <p>IOD 201 Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) (IOD 304)</p>	<p>SWBAT... trace the flow of energy through living systems with 80% mastery.</p> <p>SWBAT... identify the complex interactions that occur within a group of organisms with 80% mastery.</p>

Ecosystems
Type: Unit Plan

	<p>IOD 304)</p> <p>IOD 202 Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) (IOD 304)</p> <p>IOD 301 Select two or more pieces of data from a simple data presentation (IOD 304)</p>	<p>SWBAT... interpret various limiting factors that affect the growth of a population with 80% mastery.</p> <p>SWBAT... recognize how the environment can be changed by various natural and unnatural causes with 80% mastery.</p> <p>SWBAT... identify the characteristics of eco-friendly and sustainable development with 80% mastery.</p>
<p>ILS</p> <p>National Science Standards</p> <p>6.1 Explain how birth, death, immigration, and emigration influence population size.</p> <p>6.2 Analyze changes in population size and biodiversity (speciation and extinction) that result from the following: natural causes, changes in climate, human activity, and the introduction of invasive, non-native species.</p> <p>6.3 Use a food web to identify and distinguish producers, consumers, and decomposers, and explain the transfer of energy through trophic levels. Describe how relationships among</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Students must understand that energy moves through living systems. It moves from the original source of energy, the sun, to various actors in the ecosystem, or community of organisms. Energy moves from one to the other through consumption of organisms. Each organism needs to eat something and is generally eaten by another organism. If one traces this path of predator/ prey interactions, it is possible to follow the path of energy in the ecosystem.</p> <p>In many ecosystems, the path of energy flow is very</p>	<p>Lab Skills</p> <p>Prepare 3. Formulate a testable scientific question</p> <p>Conduct 4. Clean up their lab area when finished without specifically being asked by the teacher.</p> <p>Communicate 1. Summarize how they conducted the experiment.</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p>

Ecosystems
Type: Unit Plan

<p>complicated. This is because animals eat multiple types of organisms and are eaten by many types of organisms. If one traces these relationships with arrows pointing in the direction of energy flow, then the resulting pattern is known as a food web.</p> <p>Within the food web the organisms exist in unequal numbers and biomass, which maintains the balance of energy flow in the ecosystem. The population number and biomass of the organisms in the ecosystem depends on a few limiting factors. These include food, shelter, water, and space.</p> <p>The ecosystem is governed by natural causes, such as limiting factors; however, unnatural causes also play an important role in changing the environment. Unnatural causes include human factors, such as exotic species and environmental degradation.</p> <p>Since humans are the main unnatural causes of negative impacts on the ecosystem, it is important to think about how we can change our lifestyles to live sustainably.</p>		<input checked="" type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> • Remember "wait time 1 & 2" • Think-pair-share • Ask "follow ups" • Withhold judgement 	<p>Projector Tomes Screen Bellringer sheets, pictures Computer paper</p>	<p>Abiotic Adaptations Animal Bacteria Biotic</p>

Ecosystems
 Type: Unit Plan

<ul style="list-style-type: none"> • Ask for summary • Survey the class • Allow for student calling • Play devil's advocate • Ask students to "unpack their thinking" • Cold Call • 100% • Cue student responses • Positive framing • No opt out 	<p>Printer/Copier Jenga Blocks Ecosystem Posters Poster paper Markers Clipboard with student record matrix</p>	<p>Carnivore Consumers Ecosystem Food Chain Food Web Herbivores Omnivores Photosynthesis Plant Predator Prey Producer</p>
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Cell: Form and Function
Type: Unit Plan

Cell: Form and Function

Unit Dates: 11-8 to 1-14	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Cells have specific structures and functions that make them distinct. The processes in a cell can be classified broadly as growth, maintenance, and reproduction. During this unit students will be asked to compare and contrast various forms of data in order to make connections and inferences about several cell biology topics. Experimental and observation based labs will help students gain a better understanding of cell biology by ensuring direct connections with the cellular world around them.	Biology	24 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Cell Biology</p> <p>Objective 12.11.04 Identify the similarities and differences between plant and animal cells (i.e., know the various fundamental organelles of plant and animal cells and be able to distinguish these organelles in diagrams).</p> <p>Objective 12.11.05 Understand how the semi-permeable membranes regulate the flow of substances in and out of the cell body.</p> <p>Objective 12.11.07 Understand that chloroplasts in plant cells capture useable energy from sunlight and store it for future use by synthesizing sugar out of carbon dioxide and water.</p> <p>Objective 12.11.08 Understand the role of mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide and water.</p> <p>Objective 12.11.09 Understand that the chief energy-storing compound used by organisms is ATP (adenosine triphosphate).</p> <p>Objective 12.11.11 Understand how prokaryotic cells, eukaryotic cells (whether of animals or plants and whether unicellular or multicellular), and viruses differ in complexity and structure. In particular:</p>
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Cell: Form and Function
Type: Unit Plan

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>What tools do scientists use to make observations and inferences of microscopic organisms?</p> <p>What does it mean to be living?</p> <p>What were the first organisms on Earth?</p> <p>How do unicellular organisms work?</p> <p>We are multicellular organisms. How are we different than plants on a cellular level?</p>	<p>IOD 304. Identify the tools and processes involved in experimental design.</p> <p>IOD 16-19.1 Select two or more pieces of data from a simple data presentation</p> <p>IOD 20-23.3 Translate information into a table, graph, or diagram</p> <p>IOD 20-23.1 Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p>	<p>Scientists use microscopes to observe the microscopic world. In this cellular level, we observe unicellular and multicellular organisms. Organisms are defined as units of life, which reproduce, consume, excrete, grow, react to stimuli, and maintain an internal balance.</p> <p>There are two types of unicellular organisms, prokaryotes and eukaryotes. Prokaryotes were the first living organisms on Earth, and eukaryotes followed with the development of nuclei and organelles.</p> <p>Eukaryotes eventually bound together into multicellular organisms, called animal and plant cells. These cells both have many similarities common to living organisms; however, they both have differences that result in macroscopic dissimilarities of structure and function.</p>
ILS		
See above		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>SWBAT identify the parts and function of a microscope.</p> <p>SWBAT perform the proper use of a microscope.</p> <p>SWBAT identify the qualities of living organisms.</p> <p>SWBAT distinguish the similarities and differences between prokaryotes and eukaryotes.</p> <p>SWBAT name the major organelles found in a eukaryotic cell and describe their functions.</p> <p>SWBAT distinguish the similarities and differences between plant and animal cells.</p>	<p>Prepare 4. Formulate a scientific hypothesis</p> <p>Conduct 3. Record data in an organized way as they conduct the experiment</p> <p>Analyze 1. Create a graphical representation of the data they collected</p> <p>Biology 1. Properly carry a microscope</p> <p>Biology 3. Prepare a wet-mount</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p>

Cell: Form and Function
Type: Unit Plan

		<input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Remember "wait time 1 & 2" • Think-pair-share • Ask "follow ups" • Withhold judgement • Ask for summary • Survey the class 	<p>Materials</p> <p>Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier Whiteboards</p>	<p>Critical Vocabulary</p> <p>Eukaryote Prokaryote Nucleus Organelle Cytoplasm Protein</p>

Cell: Form and Function
Type: Unit Plan

<ul style="list-style-type: none">• Allow for student calling• Play devil's advocate• Ask students to "unpack their thinking"• Cold Call• 100%• Cue student responses• Positive framing• No opt out	<p>Markers Clipboard with student record matrix</p>	<p>Ribosome Endoplasmic Reticulum Golgi Apparatus Lysosomes Vacuoles Mitochondria Chloroplasts Cytoskeleton Plasma Membrane Cell Wall</p>
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DNA/RNA/Protein
Type: Unit Plan

DNA/RNA/Protein

Unit Dates: 1-31 to 2-28	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Genes allow for the storage and transmission of genetic information. They are a set of instructions encoded in the nucleotide sequence of each organism. Genes code for the specific sequences of amino acids that comprise the proteins characteristic to that organism. This dogma will be the major theme of this unit. Students will be asked to study the different properties of DNA, RNA, and Protein through the use of various experimental comparisons. As a result, will gain the ability to compare and contrast through the use of scientific data.	Biology	18 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Genetics and Reproduction</p> <p>Objective 12.11.21 Understand that, in all living things, DNA (deoxyribonucleic acid) carries the instructions for specifying the characteristics of each organism. Understand that DNA is a large polymer formed from four subunits: A, G, C, and T (adenine, guanine, cytosine, thymine, a 5-carbon sugar and a phosphate). The chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes (as a string of molecular letters) and replicated (by a templating mechanism). Know that each DNA molecule in a cell is a single chromosome.</p> <p>Objective 12.11.22 Understand that a gene is a set of instructions in the DNA sequence of each organism that specifies the sequence of amino acids in polypeptides characteristic of that organism.</p> <p>Objective 12.11.23 Understand the general steps by which ribosomes synthesize proteins, using information from mRNA and from amino acids delivered by tRNA.</p> <p>Objective 12.11.24 Understand that specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.</p>

Essential Question	College Readiness Standard - Mastery	Unit Objectives/Enduring Understandings
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DNA/RNA/Protein
Type: Unit Plan

<p>How is the genetic code used to make protein?</p> <p>How does your cells read traits, like brown hair, in our DNA?</p> <p>How do you get brown hair from DNA that codes for brown hair?</p>	<p>Objectives</p> <p>IOD 304 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.</p> <p>IOD 402 Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p>	<p>We now know that the eukaryotic cell is the basis of multicellular organisms, like humans. However, we don't look like big blobs of cells, so there must be a way that cells create the protein structures that make up the body. In fact, the cell stores all of the information that is needed to make your body inside of the nucleus on the DNA.</p> <p>The DNA never leaves the cell. Instead, the cell copies parts of the DNA that it needs onto mRNA through a process called transcription. The mRNA then leaves the nucleus.</p> <p>Once outside the nucleus, the information on the mRNA is turned into protein by tRNA and ribosomes. This process is called translation.</p> <p>Proteins are packaged then sent outside of the cell to wherever they are needed.</p>
<p>ILS</p> <p>see above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What is the structure of DNA?</p> <p>Why was the discovery of the DNA molecule so important?</p> <p>How is the explanation of DNA replication important to the understanding of inheritance?</p> <p>What are the differences between DNA and RNA? What is the process of transcription?</p> <p>What is the process of translation?</p> <p>Recognize the role protein synthesis plays in an organism's metabolism?</p> <p>SWBAT describe what happens during the four phases of mitosis.</p> <p>SWBAT describe the overall structure of the DNA</p>	<p>Prepare 5. Design a set of simple procedures to test a scientific question</p> <p>Conduct 1. Follow a set of written procedures without asking for clarification from the teacher</p> <p>Analyze 2. Determine whether the data collected in their experiment support or refute their hypothesis</p> <p>Communicate 2. Summarize the findings or results of the laboratory experiment and what they learned from conducting it</p> <p>Analyze 3. Identify questions raised by the experiment that may require further investigation</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p> <p><input checked="" type="checkbox"/> Reflective Essay</p> <p><input checked="" type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p>

DNA/RNA/Protein
Type: Unit Plan

<p>molecule.</p> <p>SWBAT describe the process in which DNA is used as a code for protein.</p> <p>SWBAT recognize that mutations cause a disruption in a cells ability to make protein.</p>		<input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgementAsk for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing 	<p>Materials</p> <p>Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier</p>	<p>Critical Vocabulary</p> <p>DNA RNA mRNA tRNA Ribosome Transcription Translation Adenine Cytosine Thymine</p>

DNA/RNA/Protein
Type: Unit Plan

		Guanine Chromosome Amino Acid
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Genetics
Type: Unit Plan

Genetics

Unit Dates: 3-8 to 3-31	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Genes allow for the storage and transmission of genetic information. They are a set of instructions encoded in the nucleotide sequence of each organism. Genes code for the specific sequences of amino acids that comprise the proteins characteristic to that organism. This dogma will be the major theme of this unit. Students will be asked to study the different properties of DNA, RNA, and Protein through the use of various experimental comparisons. As a result, will gain the ability to compare and contrast through the use of scientific data.	Biology	14 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Genetics and Reproduction</p> <p>Objective 12.11.19 Understand how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents for simple dominant/recessive traits.</p> <p>Objective 12.11.20 Understand that a multicellular organism develops from a single zygote, and its phenotype (i.e. its outward appearance) depends on its genotype (i.e. its genetic makeup), which is established at fertilization.</p> <p>Objective 12.11.21 Understand that, in all living things, DNA (deoxyribonucleic acid) carries the instructions for specifying the characteristics of each organism. Understand that DNA is a large polymer formed from four subunits: A, G, C, and T (adenine, guanine, cytosine, thymine, a 5-carbon sugar and a phosphate). The chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes (as a string of molecular letters) and replicated (by a templating mechanism). Know that each DNA molecule in a cell is a single chromosome.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How is the genetic code used to make protein?		We now know that the eukaryotic cell is the basis of

Genetics
Type: Unit Plan

<p>How does your cells read traits, like brown hair, in our DNA? How do you get brown hair from DNA that codes for brown hair?</p>	<p>IOD 304 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation. IOD 402 Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p>	<p>multicellular organisms, like humans. However, we don't look like big blobs of cells, so there must be a way that cells create the protein structures that make up the body. In fact, the cell stores all of the information that is needed to make your body inside of the nucleus on the DNA. The DNA never leaves the cell. Instead, the cell copies parts of the DNA that it needs onto mRNA through a process called transcription. The mRNA then leaves the nucleus. Once outside the nucleus, the information on the mRNA is turned into protein by tRNA and ribosomes. This process is called translation. Proteins are packaged then sent outside of the cell to wherever they are needed.</p>
<p>ILS see above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What is the structure of DNA? Why was the discovery of the DNA molecule so important? How is the explanation of DNA replication important to the understanding of inheritance? What are the differences between DNA and RNA? What is the process of transcription? What is the process of translation? Recognize the role protein synthesis plays in an organism's metabolism?</p>	<p>Prepare 5. Design a set of simple procedures to test a scientific question Conduct 1. Follow a set of written procedures without asking for clarification from the teacher Analyze 2. Determine whether the data collected in their experiment support or refute their hypothesis Communicate 2. Summarize the findings or results of the laboratory experiment and what they learned from conducting it Analyze 3. Identify questions raised by the experiment that may require further investigation</p>	<p><input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay</p>

Genetics
Type: Unit Plan

		<input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing Positive framing No opt out 	<p>Materials</p> <p>Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier</p>	<p>Critical Vocabulary</p> <p>DNA Dominant Recessive Homozygous Heterozygous Punnett Square Gene</p>

Evolution
Type: Unit Plan

Evolution

Unit Dates: 4-4 to 5-6	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
Evolution is the result of genetic changes that occur in constantly changing environments. Over many generations, changes in the genetic make-up of populations may affect biodiversity through speciation and extinction. During this unit, students will gain a better understanding of the concepts of evolution through the use of data analysis supporting a particular hypothesis.	Biology	17 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12A Know and apply concepts that explain how living things function, adapt and change.</p> <p>Change Over Time</p> <p>Objective 12.11.25 Understand that natural selection acts on the phenotype, not the genotype, of an organism.</p> <p>Objective 12.11.26 Understand that alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.</p> <p>Objective 12.11.27 Understand that variation within a species increases the likelihood that at least some members of a species will survive and reproduce under changed environmental conditions.</p> <p>Objective 12.11.28 Understand that reproductive or geographic isolation can lead to speciation.</p> <p>Objective 12.11.29 Understand that the millions of different species of plants, animals, and microorganisms that live on Earth today are related to each other by descent from common ancestors and that biological classifications are based on how organisms are related.</p> <p>Objective 12.11.30 Understand how to analyze fossil evidence with regard to mass extinction, episodic speciation, and biological diversity.</p>

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How do living things change over time?	EMI 401 Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a	Natural selection is the mechanism that causes evolution. Natural selection is the fact that only some organisms

Evolution
Type: Unit Plan

	<p>model</p>	<p>Natural selection is the fact that only some organisms survive long enough to reproduce because of predation, disease, and pre-mature death.</p> <p>Organisms with advantageous traits have better fitness, which means that they are more likely to survive long enough to reproduce.</p> <p>Over a long long long time of natural selection, the species tend to evolve. This process is called speciation.</p> <p>Species may share common traits, but two species are unable to reproduce with each other.</p> <p>SWBAT define evolution and differentiate between convergent and divergent evolution with 80% mastery.</p> <p>SWBAT describe how the fossil record supports evolution with 80% mastery.</p> <p>SWBAT describe how anatomical similarities support evolution with 80% mastery.</p> <p>SWBAT explain how developmental similarities support evolution with 80% mastery.</p> <p>SWBAT explain how biochemical similarities support evolution with 80% mastery.</p>
<p>ILS See Above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>How do organisms (populations) adapt to their environments?</p>	<p>Prepare 1. Summarize a set of written procedures in their own words (orally or in writing)</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p>

Evolution
Type: Unit Plan

<p>If my parents don't have sickle cell anemia, but my grandparents do, could I get this disease?</p> <p>How is natural selection related to evolution?</p> <p>How does evidence support the theory of evolution?</p>	<p>Conduct 2. Use a newly introduced piece of equipment (like a pH probe, hot plate, scalpel, spring scale or anything else that is used only occasionally) correctly after watching the teacher model its use.</p> <p>Biology 4. Use scissors or a scalpel to create an incision in a specimen</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
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Evolution
 Type: Unit Plan

Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p>	<p>Natural Selection</p> <p>Evolution</p> <p>Gene Frequency</p> <p>Gene Pool</p> <p>Speciation</p> <p>Extinction</p>

Anatomy and Physiology

Unit Dates: 5-9 to 6-3	Class: Biology	Sections: 1
Teachers:		

Unit Description	Course	Length of Unit
There is a relationship between the organization of cells into tissues and the organization of tissues into organs. The structures and functions of organs determine their relationships within body systems of an organism. This over-arching theme is the backbone this unit. Through the process of dissection students will learn both the anatomy and physiology of major organ systems.	Biology	19 days

Standards

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
How are organ systems related across the animal kingdom?	Determined by Tracker to ensure mastery of previously taught CRS skills.	
ILS National Science Standards: 4.1 Explain generally how the digestive system (mouth, pharynx, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth. 4.2 Explain how the circulatory system (heart, arteries, veins, capillaries, red blood cells) transports nutrients and oxygen to cells and removes cell wastes. Describe how		

Anatomy and Physiology
Type: Unit Plan

<p>oxygen to cells and removes cell wastes. Describe how the kidneys and the liver are closely associated with the circulatory system as they perform the excretory function of removing waste from the blood. Recognize that kidneys remove nitrogenous wastes, and the liver removes many toxic compounds from blood.</p> <p>4.3 Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, alveoli) provides exchange of oxygen and carbon dioxide.</p> <p>4.4 Explain how the nervous system (brain, spinal cord, sensory neurons, motor neurons) mediates communication among different parts of the body and mediates the body's interactions with the environment. Identify the basic unit of the nervous system, the neuron, and explain generally how it works.</p> <p>4.5 Explain how the muscular/skeletal system (skeletal, smooth and cardiac muscles, bones, cartilage, ligaments, tendons) works with other systems to support the body and allow for movement. Recognize that bones produce blood cells.</p> <p>4.6 Recognize that the sexual reproductive system allows organisms to produce offspring that receive half of their genetic information from their mother and half from their father, and that sexually produced offspring resemble, but are not identical to, either of their parents.</p>		
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Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What structures of the digestive system allow the breakdown and absorption of nutrients?</p> <p>How does the heart function to pump blood throughout the body?</p> <p>What does it mean to be immune and how might one get immunity?</p> <p>What are the structures and functions of the human</p>	<p>Biology 6. Handle a living or once-living specimen with care and respect</p> <p>Biology 5. Use a probe to point to a specific organ of a specimen without damaging that organ</p>	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Project</p>

Anatomy and Physiology
Type: Unit Plan

<p>What are the structures and functions of the human respiratory tract?</p> <p>How do the nervous systems and endocrine systems work together to maintain homeostasis?</p>		<input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p>	<p>Materials</p>	<p>Critical Vocabulary</p>
<ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" 	<p>Projector</p>	

Anatomy and Physiology

Type: Unit Plan

<p>Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out</p>	<p>Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier</p>	
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Chemistry

August

What is Matter? An Intro to Chemistry.

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>Performance Task</u></p> <ul style="list-style-type: none"> Lab: developing a phase diagram from student's temperature recordings <p><u>Performance Assessment</u></p> <ul style="list-style-type: none"> Project: Tanker truck spill (Students will need to separate a mixture and describe what parts are heterogenous and homogenous) <p>CheMaster Quizzes</p> <ul style="list-style-type: none"> Class Procedures/Rules Quiz States of matter + CRS <p><u>Illinois State Learning Standards</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-</p>	<p><u>Engagement</u></p> <ul style="list-style-type: none"> Syllabus scavenger hunt Cow eyes in acid...WEAR YOUR GOGGLES Pie in the face demo: doggy challenge Mehane mamba burning \$20 edible candle Coke vs. Diet Coke <p><u>Investment</u></p> <ul style="list-style-type: none"> Student (by class) lab journal tracker Student (by class) objective color coded tracker Attendance by class percentages Mastery by class percentages graphed Pt, Au, and Ag level CheMasters names posted 	<p><u>Procedural</u></p> <ul style="list-style-type: none"> Entering the classroom properly (getting binder and catalyst sheet and immediately starting bell-ringer) Working silently during independent work time and during exit slips Raising hand for a question <p><u>Prioritized Lab Skills</u></p> <ul style="list-style-type: none"> Prepare 1. Summarize a set of written procedures in their own words (orally or in writing) Prepare 3. Formulate a testable scientific question (conservation of matter lab) Conduct 2. Use a newly introduced piece of equipment (like a pH probe, hot plate, scalpel, spring scale or 	<p><u>What is chemistry?</u></p> <ul style="list-style-type: none"> How does the chemistry classroom run? What are the big goals and procedures? How do we decide what is scientific evidence? How does science and chemistry relate to my life? What is matter? What are the different forms? How do changes in matter occur? What happens when matter changes? 	<p><u>Key Concepts</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></u></p> <p>12.11.47 Understand the different states of matter: solid, liquid, gas, plasma. Define freezing, melting, boiling, condensing, and sublimation.</p> <p>12.11.42b Know the distinction between a compound and a</p>		<p>anything else that is used only occasionally) correctly after watching the teacher model its use. Ex: thermometer and hot plate</p> <ul style="list-style-type: none"> • Prepare 1. Summarize a set of written procedures in their own words (orally or in writing) <p>Content-Based Skills</p> <ul style="list-style-type: none"> • Distinguishing between physical and chemical properties • Differentiating among the physical states of matter • Determine changes in matter by knowing various common physical changes • Applying the law of conservation of mass 		<p>margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1897471426; mso-list-type:hybrid; mso-list-template-ids:-2106176982 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <ul style="list-style-type: none"> • Chemistry is the study of matter and the changes that matter undergoes. It is central to all sciences. • The common steps of the scientific method are a key pillar of scientific thought. • Importance of chemistry/science • Proper lab conduct/safety • Basic lab techniques and concepts such as measurement, variables, controls, and constants. <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><u>mixture</u></p> <p><u>CRS Standards</u></p> <ul style="list-style-type: none"> • IOD 201 Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) (→ IOD 304) • IOD 202 Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) (→ IOD 304) <p>Ultimate target standard:</p> <ul style="list-style-type: none"> • IOD 304 • Determine how the value of one 				<p>1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1897471426; mso-list-type:hybrid; mso-list-template-ids:-2106176982 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>variable changes as the value of another variable changes in a simple data presentation</p>				<p>10:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <ul style="list-style-type: none"> • The various states in which matter can exist. • The properties, observables, and interactions of the various states of matter. • The difference and importance of substances / compounds / mixtures / etc <p><u>Key Terms</u></p> <ul style="list-style-type: none"> • Chemistry • Conclusion* • Inference* • Observation* • Experiment* • Hypothesis* • Independent • variable* • Dependent • variable* • Graph* • Qualitative Data*

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
				<ul style="list-style-type: none"> • Quantitative • Data* • Density* • Conversion factor* • Kilogram • Liter • Meter • Second • Chemical change • chemical property • compound • element • gas • liquid • solid • mixture • physical changes • physical properties • states of matter <p>* remedial terms on scientific method</p>

September

Unit 2: The Atom

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Performance Task</p> <ul style="list-style-type: none"> • Completing a graphic organizer where students will ID the element and isotope of various atomic 	<ul style="list-style-type: none"> • Rutherford Day! (students will recreate Rutherford's famed gold foil experiment with marbles, cardboard box, and a mound of 	<ul style="list-style-type: none"> • SWBAT interpret models of the atom • SWBAT describe the historical progression of scientific discovery • SWBAT analyze the 	<p><u>What is matter made of?</u></p> <ul style="list-style-type: none"> • How can something that feels so solid be 	<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>models based on number of neutrons, protons, and electrons</p> <p>Weekly CheMaster Quizzes</p> <ul style="list-style-type: none"> Multiple choice and short answer <p>Unit Test</p> <ul style="list-style-type: none"> Multiple choice and short answer <p><u>Illinois State Learning Standards</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p>	<p>clay...celebration ensues)</p> <ul style="list-style-type: none"> Basketball demo of the distance between subatomic particles in the atom Conservation of mass demos 	<p>stages of the development of atomic theory</p> <ul style="list-style-type: none"> SWBAT calculate number of electrons, protons, and neutrons in an atom based on isotope notation SWBAT create their own atomic theory 	<p>made up of empty space?</p> <ul style="list-style-type: none"> How do scientists describe something so small that we can't even see it with the typical microscope? Who was involved in discovering the atom? What did these people do? Why should I care about an atom? What does it have to do with me? What makes an atom be one type of element? What does it mean for subatomic particles to have a charge? 	<p>signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <ul style="list-style-type: none"> Subatomic particles Atomic size Ions Isotopes

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.38a Know that atoms are made of sub-atomic particles (protons, neutrons, electrons) which have positive, neutral, or negative charges</p> <p>12.11.42b Know the distinction between a compound and a mixture</p> <p>12.11.45a Understand that the nucleus of the atom is much smaller than the whole atom yet contains most of its mass</p>				<ul style="list-style-type: none"> • Conservation of mass laws • Auf Bau and electron energy levels

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>12.11.45b Understand isotopes.</p> <p>12.11.66 Understand that an electrically neutral object has particles within it that are charged, but their charges balance each other out</p> <p><u>Prioritized CRS</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-</p>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>IOD.20-23.2 Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>IOD.20-23.3 Translate information into a table, graph, or diagram</p>				

October

Unit 3: The Periodic Table

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Performance Task</p> <ul style="list-style-type: none"> Classifying materials as metals/nonmetals based on physical and chemical properties <p>Performance Assessment</p>	<ul style="list-style-type: none"> Flame test activity Element birth certificate (or facebook page?) Demos with Alkali metals and explosive reactions with water Element/family matching Jenga review games 	<p>Lab</p> <ul style="list-style-type: none"> SWBAT classify materials based on observations (flame test and metals/nonmetals classification) SWBAT follow 	<p><u>What is the periodic table and how do we use it?</u></p> <ul style="list-style-type: none"> What factors determined the organization of the modern periodic 	<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4;</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>• Drawing from their knowledge on periodic trends, students will create a "new element" and describe it's properties in accordance with the family that the group is assigned</p> <p>Weekly CheMastery Quizzes</p> <p>• Multiple choice</p> <p>Unit Test</p> <p>• Multiple choice and free response</p> <p><u>Illinois State Learning Standards</u> <!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-</p>		<p>instructions for a basic laboratory procedure</p> <p>Literacy</p> <ul style="list-style-type: none"> • SWBAT describe how science plays a role in the "career of the week" • SWBAT participate in extra credit by seeking science news from a variety of print and digital medial resources • SWBAT find information in a textbook and create a facebook page or birth certificate for their chosen element <p>Presentation/Communication</p> <ul style="list-style-type: none"> • Students in groups will present their new element OR will produce a video/multimedia presentation on their new element 	<p>table?</p> <ul style="list-style-type: none"> • Where are elements that I commonly interact with located on the table? Why are they where they are? • Why are some elements radioactive? • What are some properties of common elements? • Why would LiCl make a a good poison? 	<p>mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <ul style="list-style-type: none"> • Element names • Symbols • Periodicity • Families & periods

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.37 Identify the most familiar elements by name and some of their most familiar properties. Identify the chemical symbols for familiar elements</p>				<ul style="list-style-type: none"> • Electron configuration • Elemental trends

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>12.11.38b Understand that the periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure</p> <p>12.11.39 Understand how to relate the position of an element in the periodic table to its chemical properties</p> <p>12.11.43 Understand how to use the periodic table to identify the trends in relative sizes of ions and atoms</p> <p><u>Prioritized CRS</u></p> <pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 1 0;} @font-</pre>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>SI.20-23.1 Understand the methods and tools used in a moderately complex experiment</p> <p>SI.20-23.2 Understand a simple experimental design</p>				

Chemistry

November

Unit 4: Bonding

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>Performance Task</p> <ul style="list-style-type: none"> Mini-lab: using our criteria for an ionic vs. covalent compounds, students will test solubility, melting points, and electrical conductivity 	<ul style="list-style-type: none"> Precipitates lab Demos of ionic vs. covalently bonded compounds atomic modeling kits to demonstrate geometry of bonds as well as the varying strength of single, double, and triple bonds 	<p>Content-Based</p> <ul style="list-style-type: none"> SWBAT draw appropriate Lewis dot structures for neutral and ionic compounds SWBAT name compounds when given the chemical formula SWBAT write the chemical formula when given the compound name 	<p>How do atoms stick together to make up our universe?</p> <pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Courier New; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-</pre>	<pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in;</pre>
<p>Performance Task</p> <ul style="list-style-type: none"> Students will create an Austin community center and will draw up plans for the building materials based on their knowledge of the strength and solubility covalent vs. ionic compounds 	<pre><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times</pre>	<p>Lab</p> <ul style="list-style-type: none"> Follow a laboratory procedure ID a precipitate and qualitatively describe reaction products 		
<p>Weekly CheMaster Quizzes</p> <ul style="list-style-type: none"> Multiple choice and free response 		<p>Literacy</p> <ul style="list-style-type: none"> Describe role of science in the "career" of the week Utilize a variety of print and digital news sources for "science in the news" 		
<p>Unit Tests</p> <ul style="list-style-type: none"> Multiple choice and 				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>free response</p> <p>Illinois State Learning Standards</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso- fareast-font-family:Calibri; mso-fareast-theme-font:minor- latin; mso-hansi-font- family:Calibri; mso-hansi- theme-font:minor-latin; mso- bidi-font-family:"Times New Roman"; mso-bidi-theme-</p>	<p>New Roman"; mso-fareast-font- family:"Times New Roman"; mso- bidi-font-family:"Times New Roman"; } @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header- margin:.5in; mso-footer- margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso- list-id:108353064; mso-list- type:hybrid; mso-list-template- ids:-143346632 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l1 {mso-list-id:293339419; mso- list-type:hybrid; mso-list-template- ids:1213244130 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l2 {mso-list-id:796146498; mso- list-type:hybrid; mso-list-template- ids:822932502 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l2:level1 {mso-level-number- format:bullet; mso-level-text:□;</p>	<ul style="list-style-type: none"> Produce a lab report 	<p>source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list- id:1495073016; mso-list- type:hybrid; mso-list-template- ids:-1582277750 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso- level-number-position:left; text- indent:-.25in; font- family:Symbol;} ol {margin- bottom:0in;} ul {margin- bottom:0in;} --></p> <ul style="list-style-type: none"> How and why do atoms interact? How do ionic bonds form? What are their characteristics? How do covalent bonds form? What are their characteristics? How does one express/visualize bonding? 	<p>margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso- footer-margin:.5in; mso-paper- source:0;} div.Section1 {page:Section1;} --></p> <ul style="list-style-type: none"> Ionic bonds Covalent bonds Lewis dot structures Ions Compound naming

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>font.minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso- footer-margin:.5in; mso-paper- source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.42a Know that there are two major different kinds of bonds (ionic and covalent)</p> <p>12.11.44 Understand how to use the periodic table to determine the number of electrons available for bonding</p> <p>12.11.53 Understand that in chemical reactions, atoms combine into molecules by means of bonds (e.g., by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds)</p> <p>Prioritized CRS <!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 1 0;} @font- face {font-family:Times; panose-1:2 0 5 0 0 0 0 0 0; mso-font-charset:0; mso- generic-font-family:auto; mso-</p>	<p>mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l3 {mso-list-id:1351957016; mso- list-type:hybrid; mso-list-template- ids:-1184959496 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l3:level1 {mso-level-number- format:bullet; mso-level-text:☐; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l4 {mso-list-id:1404329100; mso- list-type:hybrid; mso-list-template- ids:1061991302 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l4:level1 {mso-level-number- format:bullet; mso-level-text:☐; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l5 {mso-list-id:1463183689; mso- list-type:hybrid; mso-list-template- ids:-770147482 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l5:level1 {mso-level-number- format:bullet; mso-level-text:☐; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} @list l6 {mso-list-id:2098402004; mso- list-type:hybrid; mso-list-template- ids:-157526186 67698689 67698691 67698693 67698689</p>			


Chemistry

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<p>font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>SI.20-23.3Identify a control in</p>	<p>67698691 67698693 67698689 67698691 67698693;} @list l6:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <p>Mini Demo: Zinc plated pennies & alloys (229)</p> <ul style="list-style-type: none"> • 5.0g NaOH • 25mL H₂O • 2.0g Zn • Hot plate • Forceps • Evaporating dish <p>Minilab: heat treatment of steel</p> <ul style="list-style-type: none"> • Flame • 2 forceps • 3 hairpins • 250mL beaker • Water <p>Lab: Making Ionic Compounds</p> <ul style="list-style-type: none"> • Mg ribbon • Crucible • Ring stand • Ring stand ring • Clay triangle • Crucible tongs • Balance • 100mL beaker 			

Chemistry

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<p>an experiment</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Times; panose-1:2 0 5 0 0 0 0 0 0 0; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso- fareast-font-family:Calibri; mso-fareast-theme-font:minor-</p>	<ul style="list-style-type: none"> • Distilled water • Conductivity tester • Laboratory burner • Stirring rod <p>Minilab: Oil and Vinegar Dressing</p> <ul style="list-style-type: none"> • Beral-type pipette • Vinegar • Cooking oil <p>Demo: Forming Ionic vs Covalent Bonds</p> <ul style="list-style-type: none"> • 5cm magnesium ribbon • 2g roll sulfur • Tongs • Large metal can • Deflagrating spoon • Burner <p>Mini Demo: Charged Water</p> <ul style="list-style-type: none"> • Water • Paint thinner • Buret • Fur or silk • Rubber rod <p>Lab: Chromatography</p> <ul style="list-style-type: none"> • 3 pieces chromatography paper • 2L plastic soft-drink bottle • 2 pencils 			

Chemistry

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<p>latin; mso-hansi-font-family: Cambria; mso-hansi-theme-font: minor-latin; mso-bidi-font-family: "Times New Roman"; mso-bidi-theme-font: minor-bidi; } @page Section1 { size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in 1.25in; mso-header-margin: .5in; mso-footer-margin: .5in; mso-paper-source: 0; } div.Section1 { page: Section1; } --></p> 	<ul style="list-style-type: none"> • Ruler • Tape • Scissors • Aluminum foil • Acetone • Fresh leaf samples from 3 different species of deciduous trees/plants 			

January
Chemical Reactions

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>ISBE</p> <p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } @font-face {font-family: Calibri; panose-1: 2 15 5 2 2 2 4 3 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-</p>	<p>Student Self Assessment:</p> <p>(reflections, rubrics)</p> <p>Student-led tracking</p> <p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-</p>	<p><!-- /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent: ""; margin: 0in; margin-bottom: .0001pt; mso-pagination: widow-orphan; font-size: 12.0pt; font-family: "Times New Roman"; mso-fareast-font-family: "Times New Roman"; mso-bidi-font-family: "Times New Roman"; } @page Section1 {size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in</p>	<p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } @font-face {font-family: "Courier New"; panose-1: 2 7 3 9 2 2 5 2 4 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } @font-face {font-family: Wingdings;</p>	<p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0; } /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent: ""; margin: 0in; margin-bottom: .0001pt; mso-pagination: widow-orphan; font-size: 12.0pt; font-family: "Times New Roman"; mso-fareast-font-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:Cambria; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-</p>	<p>pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p>	<p>1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>S1: balance an equation</p> <p>S2: write word equations</p> <p>S3: translate between word and chemical equations</p> <p>S4: classify chemical equations</p> <p>S5: predict the products of a chemical equation</p> <p>S6: calculate theoretical masses of reactants and products</p> <p>S7: count the number of atoms of an element in a substance</p> <p>S8: write chemical equations using proper notation</p>	<p>panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>ns and apply them in a laboratory setting. Students will become adept at assessing a chemical reaction, writing and balancing a chemical equation, and reporting out in a scientific manner (10).</p> <p>Students will become familiar with one of chemistry's most important units: the mole. They will understand the utility and significance of moles and be able to apply this knowledge in the laboratory setting. Building on this ability, students will be able to determine molecular and empirical formulas in the laboratory setting (11).</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-</p>	<p>family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>ns and apply them in a laboratory setting. Students will become adept at assessing a chemical reaction, writing and balancing a chemical equation, and reporting out in a scientific manner (10).</p> <p>Students will become familiar with one of chemistry's most important units: the mole. They will understand the utility and significance of moles and be able to apply this knowledge in the laboratory setting. Building on this ability, students will be able to determine molecular and empirical formulas in the laboratory setting (11).</p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:Cambria; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --></p> <p>12.11.56 Understand that the conservation of atoms in a chemical reaction, as summarized in a balanced chemical equation, leads to the ability to calculate theoretical masses of reactants and</p>	<p>1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:97484107; mso-list-type:hybrid; mso-list-template-ids:-393717654 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l1 {mso-list-id:340206579; mso-list-type:hybrid; mso-list-template-ids:-930861884 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-</p>		<p>Ideas <!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1430617083; mso-list-type:hybrid; mso-list-template-ids:2408790 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in;</p>	<p>pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 1 0;} @font-face {font-family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 -2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:1430617083; mso-list-type:hybrid; mso-list-template-ids:2408790 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in;</p>

Chemistry

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<p>products</p> <p>12.11.57 Understand how to read, interpret, and balance chemical equations</p> <p><u>CRS</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso-generic- font-family:auto; mso-font- pitch:variable; mso-font- signature:3 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic- font-family:auto; mso-font- pitch:variable; mso-font- signature:3 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic- font-family:auto; mso-font- pitch:variable; mso-font- signature:3 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:Cambria; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor- latin; mso-fareast-font- family:Cambria; mso-fareast- theme-font:minor-latin; mso-</p>	<p>number-position:left; text- indent:-.25in; font- family:Symbol;} @list l2 {mso-list-id:373308582; mso-list-type:hybrid; mso- list-template-ids:- 1096776214 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l2:level1 {mso-level- number-format:bullet; mso- level-text:□; mso-level-tab- stop:.5in; mso-level- number-position:left; text- indent:-.25in; font- family:Symbol;} @list l3 {mso-list-id:659424339; mso-list-type:hybrid; mso- list-template- ids:1104855292 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l3:level1 {mso-level- number-format:bullet; mso- level-text:□; mso-level-tab- stop:.5in; mso-level- number-position:left; text- indent:-.25in; font- family:Symbol;} @list l4</p>		<p>Definitions */ @list l0 {mso- list-id:920262368; mso-list- type:hybrid; mso-list-template- ids:-1479902070 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number- format:bullet; mso-level- text:□; mso-level-tab-stop:.5in; mso-level-number- position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <ul style="list-style-type: none"> • Energy transfer and energy use cause molecules to behave in a consistent manner. • Scientific discoveries and talents are vital and widely applicable to the enhancement of society. <p><u>Essential Q's</u></p> <ul style="list-style-type: none"> • What is the evidence that a chemical reaction has occurred? • How does one express a chemical reaction? 	<p>font-family:Symbol;} @list l1 {mso-list-id:2045860737; mso-list- type:hybrid; mso-list-template- ids:1346284178 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number- format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level- number-position:left; text-indent:- .25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin- bottom:0in;} --></p> <p>K1: reactants are the starting materials of chemical reactions</p> <p>K2: products are the ending materials of chemical reactions</p> <p>K3: a reaction is a process by which the atoms of one or more substances are rearranged to form different substances.</p> <p>K4: mass is conserved universally (except when the sun produces helium in amie's world)</p> <p>K5: in a synthesis reaction, two substances come together to form one substance</p> <p>K6: in a decomposition reaction, one substance breaks apart to form two or more substances</p> <p>K7: in a single replacement</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>hansi-font-family: Cambria; mso-hansi-theme-font: minor-latin; mso-bidi-font-family: "Times New Roman"; mso-bidi-theme-font: minor-bidi; } @page Section1 {size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in 1.25in; mso-header-margin: .5in; mso-footer-margin: .5in; mso-paper-source: 0;} div.Section1 {page: Section1;} --></p> <p>SI.20-23.4 Identify similarities and differences between experiments</p> <p>EMI.20-23.1 Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>EMI.20-23.2 Identify key issues or assumptions in a model</p> <p><!-- /* Font Definitions */ @font-face {font-family: Arial; panose-1: 2 11 6 4 2 2 2 2 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0;} @font-face {font-family: "Courier New"; panose-1: 2 7 3 9 2 2 5 2 4 4; mso-font-charset: 0; mso-generic-font-family: auto; mso-font-pitch: variable; mso-font-signature: 3 0 0 0 1 0;} @font-face {font-family: Wingdings; panose-1: 5 2 1 2 1 8 4 8 7 8;</p>	<p>{mso-list-id: 1070735399; mso-list-type: hybrid; mso-list-template-ids: 1226348850 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l4: level1 {mso-level-number-format: bullet; mso-level-text: □; mso-level-tab-stop: .5in; mso-level-number-position: left; text-indent: -.25in; font-family: Symbol;} @list l5 {mso-list-id: 1410541945; mso-list-type: hybrid; mso-list-template-ids: 2070156588 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l5: level1 {mso-level-number-format: bullet; mso-level-text: □; mso-level-tab-stop: .5in; mso-level-number-position: left; text-indent: -.25in; font-family: Symbol;} @list l6 {mso-list-id: 1446580163; mso-list-type: hybrid; mso-list-template-ids: -</p>		<ul style="list-style-type: none"> How does one predict the products of different chemical reactions? Why is it important that mass is conserved universally? <p>What are the properties of the important energy-producing hydrocarbons? In what way do hydrocarbons demonstrate each theme of chemical reactions?</p>	<p>reaction, one element is substituted for another in a compound</p> <p>K8: in a double replacement reaction, two compounds exchange their positive ions</p> <p>K9: double replacement reactions produce a precipitate, a gas, or water</p> <p>K10: a precipitate is a solid produced during a chemical reaction in a solution</p> <p>K11: combustion is a chemical reaction that occurs when a (organic) substance reacts with oxygen releasing energy, CO₂, and H₂O</p> <p>K12: conservation of mass means that you have to have the same number of atoms of each element on each sides of the equation</p> <p>K13: when writing a chemical reaction, the reactants go on the left, products on the right, and an arrow serves as the yield sign</p> <p>K14: stoichiometry is a system that allows us to calculate theoretical masses of products and reactants</p> <p>K15: coefficients are the big numbers in front of elements/compounds in a chemical</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>mso-font-charset:2; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-fareast-font-family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:506941694; mso-list-type:hybrid; mso-list-template-ids:-1046426190 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l10:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul {margin-bottom:0in;} --></p> <p>Authentic Performance Tasks:</p>	<p>609431424 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l6:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l7 {mso-list-id:1693412657; mso-list-type:hybrid; mso-list-template-ids:1878285160 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l7:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l8 {mso-list-id:1904750754; mso-list-type:hybrid; mso-list-template-ids:-941583734 67698689 67698691 67698693 67698689 67698691</p>			<p>equation</p> <p>K16: subscripts are the little numbers within an element or compound</p> <p>K17: macroscopic refers to things we can see</p> <p>K18: microscopic refer to things we can't see</p> <p>Key Words/Vocabulary:</p> <p><i>Chapter 10</i></p> <ul style="list-style-type: none"> • Chemical equation • Chemical reaction • Combustion reaction • Decomposition reaction • Double-replacement reaction • Precipitate • Product • Reactant • Single-replacement reaction • Solute • Solvent • Synthesis reaction <p><i>Chapter 11</i></p> <ul style="list-style-type: none"> • Avogadro's number • Molar mass

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>(attach rubrics, Collins cover sheets, etc.)</p> <ul style="list-style-type: none"> Precipitate minilab Minilabs (6) RAFT on chemical reactions Authentic hydrocarbon lab <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:"Courier New"; panose-1:2 7 3 9 2 2 5 2 4 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso- font-signature:3 0 0 0 1 0;} @font-face {font- family:Wingdings; panose-1:5 2 1 2 1 8 4 8 7 8; mso-font- charset:2; mso-generic-font- family:auto; mso-font- pitch:variable; mso-font- signature:0 0 65536 0 - 2147483648 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font-size:12.0pt; font- family:"Times New Roman"; mso-fareast-font-</p>	<p>67698693 67698689 67698691 67698693;} @list l8:level1 {mso-level- number-format:bullet; mso- level-text:□; mso-level-tab- stop:.5in; mso-level- number-position:left; text- indent:-.25in; font- family:Symbol;} @list l9 {mso-list-id:2134668891; mso-list-type:hybrid; mso- list-template-ids:608483540 67698689 67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;} @list l9:level1 {mso-level-number- format:bullet; mso-level- text:□; mso-level-tab- stop:.5in; mso-level- number-position:left; text- indent:-.25in; font- family:Symbol;} ol {margin- bottom:0in;} ul {margin- bottom:0in;} --></p> <p>Materials:</p> <p>Minilab: Observing change</p> <ul style="list-style-type: none"> 25mL graduated cylinder 			<ul style="list-style-type: none"> Mole <p>Chapter 12</p> <ul style="list-style-type: none"> Percent yield (honors only) Stoichiometry <p>Theoretical yield</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>family:"Times New Roman"; mso-bidi-font-family:"Times New Roman";} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} /* List Definitions */ @list l0 {mso-list-id:506941694; mso-list-type:hybrid; mso-list-template-ids:-1046426190 67698689 67698691 67698693 67698689 67698691 67698693;} @list l0:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} @list l1 {mso-list-id:1635796424; mso-list-type:hybrid; mso-list-template-ids:-1498398628 67698689 67698691 67698693 67698689 67698691 67698693;} @list l1:level1 {mso-level-number-format:bullet; mso-level-text:□; mso-level-tab-stop:.5in; mso-level-number-position:left; text-indent:-.25in; font-family:Symbol;} ol {margin-bottom:0in;} ul</p>	<ul style="list-style-type: none"> • 100mL beaker • 2 pipettes • Stirring rod • Thermometer • Effervescent antacid tablet • 0.1M ammonia solution • Universal indicator • Distilled water <p>Minidemo: Conservation of Mass with silver nitrate</p> <ul style="list-style-type: none"> • 5mL 0.1M silver nitrate solution • Small test tube • 5mL 0.1M potassium iodide • Flask • Stopper • Balance <p>Minidemo: galvanized iron</p> <ul style="list-style-type: none"> • Galvanized iron • 100mL beaker • 80mL dilute HCl <p>Minidemo: calcium carbonate precipitate</p>			

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>{margin-bottom:0in;} --></p> <p>Other Evidence:</p> <p>Prompted:</p> <p>(tests, products, other work samples)</p> <ul style="list-style-type: none"> • Reaction blitz • End of unit test • RAFT on chemical reactions • Gist literacy activity • Science article with reflection • “Do This Quickly” assessments • Exit slips assessments <p>Unprompted:</p> <p>(discussions, observations)</p> <ul style="list-style-type: none"> • Laboratory conduct • Student participation in laboratory and class discussions 	<ul style="list-style-type: none"> • 0.27g sodium carbonate • 10mL water • 2 test tubes • 2 stoppers • 0.41g calcium nitrate <p>Minilab: Observing a precipitate</p> <ul style="list-style-type: none"> • 2 150mL beakers • 100mL graduated cylinder • 2 stirring rods • 2 spatulas • 2 weighing papers • NaOH • Epsom salts • Distilled water • Balance <p>Lab: Activities of Metals</p> <ul style="list-style-type: none"> • 1.0M zinc nitrate • 1.0M aluminum nitrate • 1.0M copper(II) nitrate • 1.0M magnesium nitrate • 4 pipettes • Wire cutters copper 			

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
	<p>wire</p> <ul style="list-style-type: none"> • Aluminum wire • Magnesium ribbon • 4 zinc strips • Fine sandpaper • 24-well microscale reaction plate <p>Minilab: How much is a mole?</p> <ul style="list-style-type: none"> • Centimeter ruler • Paper clip <p>Minilab: One mole is ...?</p> <ul style="list-style-type: none"> • One mole Al • One mole Cu • One mole NaCl • One mole sucrose • One mole H₂O • One mole Zn • One mole charcoal <p>Minilab: How many moles in iron?</p> <ul style="list-style-type: none"> • 2 sets of iron nails, one with 6 and one with 9 • 1 mole iron filings 			

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
	<ul style="list-style-type: none"> • 4 bags <p>Minilab: determining molar masses</p> <ul style="list-style-type: none"> • Calcium carbonate containing antacid tablets • Common substances labeled with chemical formulas <p>Minilab: percent composition of gum/popcorn</p> <ul style="list-style-type: none"> • Balance • Weighing paper • 2 250mL beakers • 2 pieces of chewing gum • Stirring rod • Paper towels • Window screen (10cm x 10cm) • Scissors • Timer • Popcorn 			

Chemistry

February
Stoichiometry

Month	Essential Questions	Assessment	Content & Resources	Skills

March
UNIT 6: Solutions, Acids/Bases

Month	Essential Questions	Assessment	Content & Resources	Skills
<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso-</p>	<ul style="list-style-type: none"> Disappearing rainbow Lemonade chemistry 5E lesson plans based on qualitative observations of acids and bases (Student-developed definitions of acids/bases) Careers in science that utilize acid/base chemistry Physiological importance of neutrality/buffers 	<ul style="list-style-type: none"> SWBAT apply scientific method in order to determine acids/bases SWBAT determine a pH based on color changes of indicators SWBAT measure liquids using metric units SWBAT determine a pH based on color changes of indicators SWBAT calculate pH according molarity SWBAT describe how pH utilizes the logarithmic scale 	<p><u>Acids burn right? Are they all bad? And what the heck's a base?</u></p> <ul style="list-style-type: none"> What is an acid or base? How can we use molarity when a chemical is dissolved in water or another solvent? How does acid/base chemistry relate to the chemistry of life and the human body? Wait...I put salicycal ACID on my FACE? How are acids and bases used in industry or other areas of my life? 	<p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin- bottom:.0001pt; mso- pagination:widow-orphan; font- size:12.0pt; font-family:"Times New Roman"; mso-ascii-font- family:Calibri; mso-ascii- theme-font:minor-latin; mso-</p>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>fareast-font-family: Cambria; mso-fareast-theme-font: minor-latin; mso-hansi-font-family: Cambria; mso-hansi-theme-font: minor-latin; mso-bidi-font-family: "Times New Roman"; mso-bidi-theme-font: minor-bidi;} @page Section1 {size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in 1.25in; mso-header-margin: .5in; mso-footer-margin: .5in; mso-paper-source: 0;} div.Section1 {page: Section1;} --></p> <p>Project</p> <p>- Acid/Base spill clean-up</p> <p>Performance Task</p> <p>-identifying unknowns as acids/bases</p> <p>Authentic Assessment</p> <p>-Differentiating between different indicators based on reactions with acids and bases of known pH</p> <p>Weekly CheMastery Quiz</p> <p>Unit Exam - Multiple choice and free response</p> <p>ISBE Standards</p>				<p>fareast-font-family: Cambria; mso-fareast-theme-font: minor-latin; mso-hansi-font-family: Cambria; mso-hansi-theme-font: minor-latin; mso-bidi-font-family: "Times New Roman"; mso-bidi-theme-font: minor-bidi;} @page Section1 {size: 8.5in 11.0in; margin: 1.0in 1.25in 1.0in 1.25in; mso-header-margin: .5in; mso-footer-margin: .5in; mso-paper-source: 0;} div.Section1 {page: Section1;} --></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> ● -Acids; bases; ● -Neutralization; ● -pH ● -Equilibrium </div>

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>12.11.63c Understand the concentration of a solute in terms of molarity</p> <p>12.11.63c Understand the concentration of a solute in terms of molarity</p> <p>12.11.60b Understand the observable properties of acids and bases</p> <p>12.11.61 Understand that among other definitions of acids and bases, acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.</p> <p>12.11.62 Use the pH scale to characterize acidic and basic solutions.</p> <p><u>Prioritized CRS</u></p> <p><!-- /* Font Definitions */ @font-face {font-family:Arial; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:0; mso- generic-font-family:auto; mso- font-pitch:variable; mso-font- signature:3 0 0 0 1 0;} @font- face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-</p>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills
<p>generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} @font-face {font-family:Cambria; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Times New Roman"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Cambria; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page Section1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.Section1 {page:Section1;} --> SI.24-27.4 Determine the experimental conditions that would produce specific results</p>				

Chemistry

Month	Essential Questions	Assessment	Content & Resources	Skills

April
Thermochemistry

Month	Essential Questions	Assessment	Content & Resources	Skills

Bonding
Type: Unit Plan

Bonding

Unit Dates: 1-12 to 3-4	Class: Chemistry	Sections: 1st Period Chem, 5th Period Chem, 8th Period Chem
Teachers:		

Unit Description	Course	Length of Unit
<p>@font-face { font-family: "Arial"; }p.MsoNormal, li.MsoNormal, div.MsoNormal { margin: 0in 0in 0.0001pt; font-size: 12pt; font-family: "Times New Roman"; }div.Section1 { page: Section1; } After becoming familiar with stand-alone atoms and elements, students will now investigate the who, what, where, when, why, and how of joining atoms together in various bonding scenarios. They will accomplish this through hands-on discovery and guided lecture. Students should come away ready to tackle the entirety of chemical reactions and what awaits them in Unit 5.</p> <p>The Bonding Unit will require students to analyze how different types of bonds are responsible for the most basic scientific observations, like why one substance is hard while the other is soft and why some compounds exist as liquids at room temperature while others are solid.</p> <p>Students will explore ion, metallic, and covalent bonds, will draw dot structures, relate ion formation to valence and resonance structures, and name compounds.</p>	11th Grade Chemistry -- Bonding Unit	3.5 Weeks

Standards

<p>IL_Learning_Standards - Science (1997) - Late High School</p> <p>State Goal 11 Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p>
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Bonding
Type: Unit Plan

Learning Standard 12.C Know and apply concepts that describe properties of matter and energy and the interactions between them.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>OVERARCHING</p> <ul style="list-style-type: none"> •How do we <i>answer a question and solve a problem</i> in science? •How do we decide what is <i>reliable scientific evidence</i>? •What <i>rules govern matter</i> and its processes? •How does <i>energy and energy transfer</i> affect molecules? •Why is science an important <i>part of our future</i>? <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •...How and why do <i>atoms interact</i>? •...How do <i>ionic bonds</i> form? What are their characteristics? •...How do <i>covalent bonds</i> form? What are their characteristics? •...How does one <i>express/visualize bonding</i>? 	<p>20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>20-23.IOD.LIT.1: Find basic information in a complex body of text</p> <p>24-27.IOD.MAN.1: Interpolate between data points in a table or graph</p> <p>24-27.IOD.MAN.2: Identify and/or use a simple mathematical relationship between data</p> <p>20-23.EMIR.INF.1: Identify key issues or assumptions in a model</p> <p>20-23.EMIR.MOD.1: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>24-27.EMIR.RES.1: Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p>	<p>OVERARCHING</p> <ul style="list-style-type: none"> •Science always follows an ordered, objectively-driven process to <i>assess the validity of a claim</i>. •Experimental investigations are purposefully designed, analyzed, interpreted, and applied through the <i>laboratory process</i>. •Matter and its processes are ultimately governed by <i>atomic interactions</i>, which follow predictable, clearly defined rules. •<i>Energy transfer and energy use</i> cause molecules to behave in a consistent manner. •Scientific discoveries and talents are vital and widely applicable to the <i>enhancement of society</i>. <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •...<i>chemical bonds</i> form by the attraction between a positive nucleus and negative electrons •...<i>ionic bonds</i> form as a result of a transfer of electrons and are held together by electrostatic force. •...<i>covalent bonds</i> form as a result of a sharing of electrons •... covalent bonds result in independent <i>molecules</i>, while ionic bonds result in repeating 3 dimensional <i>crystals</i>. •...<i>alternatives to hydrocarbons</i> as Earth's primary source of energy are available and viable
<p>ILS</p> <p>12.11.42 - Know that there are two major different kinds of bonds (ionic and covalent)...</p> <p>12.11.44 - Understand how to use the periodic table to determine the number of electrons available for bonding.</p> <p>12.11.53 - Understand that in chemical reactions, atoms combine into molecules by means of bonds (e.g., by sharing electrons to form covalent or metallic bonds or by</p>		

Bonding
Type: Unit Plan

<p>exchanging electrons to form ionic bonds).</p> <p>12.11.54 - Know that ions are atoms or groups of atoms that have a positive or negative charge and that polyatomic ions are a group of covalently bonded atoms that act like a single atom when combining with other atoms. Understand that metals tend to form positive ions, and nonmetals tend to form negative ions.</p> <p>12.11.55 - Understand that ionic solids like NaCl (sodium chloride, ordinary table salt) are formed from a three-dimensional repeating pattern of alternating positive and negative ions, held together by electrostatic forces (ionic bonds).</p>		
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Content, Skills, Assessment

Ionic Bonding

Content	Skills	Assessment
<p>A. 5.1 WWBAT explain the changes that occur when ions are formed, particularly for metals and nonmetals</p> <p>5.2 WWBAT explain why protons and electrons are attracted to one another</p> <p>5.3 WWBAT define a compound as 2+ atoms held together by a chemical bond</p> <p>5.4 WWBAT define cation and anion</p> <p>5.5 WWBAT describe what happens when an ionic bond is formed</p> <p>5.6 WWBAT draw the Lewis-dot structure for ionic compounds</p> <p>5.7 WWBAT determine the formula for ionic compounds, including polyatomic ions</p> <p>5.8 WWBAT name ionic compounds</p> <p>5.9 WWBAT find basic information in a complex body of text</p> <p>5.10 WWBAT identify the units & tools of measurement for length, volume, & mass</p> <p>5.11 WWBAT describe the 3D crystal structure of an ionic compound</p> <p>5.12 WWBAT build ionic compounds</p>	<p>A. 5.1 WWBAT explain the changes that occur when ions are formed, particularly for metals and nonmetals</p> <p>5.2 WWBAT explain why protons and electrons are attracted to one another</p> <p>5.3 WWBAT define a compound as 2+ atoms held together by a chemical bond</p> <p>5.4 WWBAT define cation and anion</p> <p>5.5 WWBAT describe what happens when an ionic bond is formed</p> <p>5.6 WWBAT draw the Lewis-dot structure for ionic compounds</p> <p>5.7 WWBAT determine the formula for ionic compounds, including polyatomic ions</p> <p>5.8 WWBAT name ionic compounds</p> <p>5.9 WWBAT find basic information in a complex body of text</p> <p>5.10 WWBAT identify the units & tools of measurement for length, volume, & mass</p> <p>5.11 WWBAT describe the 3D crystal structure of an ionic compound</p> <p>5.12 WWBAT build ionic compounds</p>	<p>Name</p>

Covalent Bonding

Content	Skills	Assessment
<p>A. 5.13 WWBAT describe what happens when a covalent bond is formed</p> <p>5.14 WWBAT draw electron-dot structures for molecules</p> <p>5.15 WWBAT name molecules (honors only)</p> <p>5.16 WWBAT build molecules</p>	<p>A. 5.13 WWBAT describe what happens when a covalent bond is formed</p> <p>5.14 WWBAT draw electron-dot structures for molecules</p> <p>5.15 WWBAT name molecules (honors only)</p> <p>5.16 WWBAT build molecules</p>	<p>Name</p>

Bonding
Type: Unit Plan

Ionic vs Covalent Bonding & ACT

Content	Skills	Assessment
<p>A. 5.17 WWBAT compare and contrast covalent molecules versus ionic compounds 5.18 WWBAT predict the type of bond formed based on whether the components are metals or nonmetals 5.19 WWBAT compare the relative strength of ionic and covalent bonds 5.20 WWBAT extrapolate data in moderately complex graphs and tables 5.21 WWBAT select data from a complex data presentation 5.22 WWBAT eliminate incorrect answers in a multiple choice questions</p>	<p>A. 5.17 WWBAT compare and contrast covalent molecules versus ionic compounds 5.18 WWBAT predict the type of bond formed based on whether the components are metals or nonmetals 5.19 WWBAT compare the relative strength of ionic and covalent bonds 5.20 WWBAT extrapolate data in moderately complex graphs and tables 5.21 WWBAT select data from a complex data presentation 5.22 WWBAT eliminate incorrect answers in a multiple choice questions</p>	<p>Name</p>

Content	Skills and Integrated Skills	Assessment II
<p>K1: An ion is an atom that has gained or lost electrons. (remedial) K2: A positive ion is an atom that has lost electrons. (remedial) K3: A negative ion is an atom that has gained electrons. (remedial) K4: The nucleus of the atom contains protons, which are positively charged. (super remedial) K5: Electrons are located in the electron cloud, which is negatively charged. (super remedial) K6: Protons and electrons are attracted to one another. (super remedial) K7: Metals usually form positive ions. (remedial) K8: Nonmetals usually form negative ions. (remedial) K9: An ionic bond forms when one atom transfers an electron(s) to another atom. K10: An ionic bond is held together by electrostatic forces. K11a: Multiple units of the same ionic compound combine together to form crystal structures. K11b: Multiple units of the same molecule do NOT combine and instead remain as separate entities. K12: A compound is two or more atoms held together by a</p>	<p>S1: Name ionic compounds S2: Determine the formula for ionic compounds S3: Draw the Lewis-dot structure for ionic compounds S4: Build ionic compounds S5: Name molecules (honors only) S6: Draw the Lewis-dot structure for molecules S7: Build molecules 20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) 20-23.IOD.LIT.1: Find basic information in a complex body of text</p>	<p><input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice</p>

Bonding
Type: Unit Plan

<p>chemical bond.</p> <p>K13: There are two types of compounds: ionic compounds and molecules.</p> <p>K14: Molecules are compounds that are held together by covalent bonds.</p> <p>K15: Ionic compounds are compounds that are held together by ionic bonds.</p> <p>K16: Polyatomic ions are a group of covalently bonded atoms that act like a single atom when combining with other atoms.</p> <p>K17: A cation is a positively-charged ion.</p> <p>K18: An anion is a negatively-charged ion.</p> <p>K19: Resonance occurs when multiple Lewis-dot structures for the same molecule can be drawn. (honors only)</p> <p>K20: Metal + nonmetal will form an ionic bond. Nonmetal + nonmetal will form a covalent bond.</p> <p>K21: Ionic bonds are stronger than covalent bonds.</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Prompted: (tests, products, other work samples) <ul style="list-style-type: none"> • Short end of unit test • “Do This Quickly” assessments • Exit slips assessments Unprompted: (discussions, observations) <ul style="list-style-type: none"> • Laboratory conduct • Student participation in laboratory and class discussions Student Self Assessment: (reflections, rubrics) <ul style="list-style-type: none"> • Student-led tracking • Authentic Performance Tasks: (attach rubrics, Collins cover sheets, etc.) <ul style="list-style-type: none"> • Lab: Making Ionic Compounds • Lab: Ionic vs Covalent substances • Science article with reflection • RAFT: Composition of ocean water (225) • Business proposal for bonded substance (final task) 	<p>Materials</p> <p>Materials:</p> <p>Mini Demo: conductivity between dissolved and undissolved NaCl</p> <ul style="list-style-type: none"> • Crystalline NaCl • Conductivity apparatus • Beaker • Distilled water <p>Demo: oxidation states of vanadium</p> <ul style="list-style-type: none"> • Granular zinc-mercury (II) chloride (aq) amalgam • Ammonium metavanadate solution • 250mL graduated cylinder • Powder funnel • 500mL Erlenmeyer flask • Stopper <p>Mini Demo: Zinc plated pennies & alloys (229)</p>	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Electron-dot structure • Anion • Cation • Chemical bond • Ionic bond • Monatomic ion • Oxidation number • Polyatomic ion • Coordinate covalent bond • Covalent bond • Endothermic • Exothermic • Lewis structure

Bonding
Type: Unit Plan

	<ul style="list-style-type: none"> •5.0g NaOH •25mL H₂O •2.0g Zn •Hot plate •Forceps •Evaporating dish <p>Minilab: heat treatment of steel</p> <ul style="list-style-type: none"> •Flame •2 forceps •3 hairpins •250mL beaker •Water <p>Lab: Making Ionic Compounds</p> <ul style="list-style-type: none"> •Mg ribbon •Crucible •Ring stand •Ring stand ring •Clay triangle •Crucible tongs •Balance •100mL beaker •Distilled water •Conductivity tester •Laboratory burner •Stirring rod <p>Minilab: Oil and Vinegar Dressing</p> <ul style="list-style-type: none"> •Beral-type pipette •Vinegar •Cooking oil <p>Demo: Forming Ionic vs Covalent Bonds</p> <ul style="list-style-type: none"> •5cm magnesium ribbon •2g roll sulfur •Tongs •Large metal can •Deflagrating spoon •Burner <p>Mini Demo: Charged Water</p>	<ul style="list-style-type: none"> •Molecule •Resonance <p>Structural formula</p>
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Bonding
Type: Unit Plan

	<ul style="list-style-type: none">•Water•Paint thinner•Buret•Fur or silk•Rubber rod <p>Lab: Chromatography</p> <ul style="list-style-type: none">•3 pieces chromatography paper•2L plastic soft-drink bottle•2 pencils•Ruler•Tape•Scissors•Aluminum foil•Acetone•Fresh leaf samples from 3 different species of deciduous trees/plants <p>Other labs & demos are pending.</p>	
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Chemical Reactions & Stoichiometry

Unit Dates: 2-17 to 5-13	Class: Chemistry	Sections: 1st Period Chem, 5th Period Chem, 8th Period Chem
Teachers:		

Unit Description	Course	Length of Unit
<p><u>Chemical Reactions and Stoichiometry:</u></p> <p>Students will muster all of their previous knowledge to tackle chemical reactions and apply them in a laboratory setting. Students will become adept at assessing a chemical reaction, writing and balancing a chemical equation, and reporting out in a scientific manner (10).</p> <p>Students will become familiar with one of chemistry's most important units: the mole. They will understand the utility and significance of moles and be able to apply this knowledge in the laboratory setting. Building on this ability, students will be able to determine molecular and empirical formulas in the laboratory setting (11).</p>	Chemistry	5 weeks

Standards

<p>IL_Learning_Standards - Science (1997) - Late High School</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Learning Standard 12.C Know and apply concepts that describe properties of matter and energy and the interactions between them.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>OVERARCHING</p> <p>•How do we <i>answer a question and solve a problem</i> in science?</p>	<p>24-27.IOD.ANA.1: Compare or combine data from 2+ simple data presentations (e.g., analyze 1 table using a scale from another table) OR 1 complex data presentation</p>	<p>OVERARCHING</p> <p>•Science always follows an ordered, objectively-driven process to <i>assess the validity of a claim</i>.</p>

<ul style="list-style-type: none"> •How do we decide what is reliable scientific evidence? •What rules govern matter and its processes? •How does energy and energy transfer affect molecules? •Why is science an important part of our future? <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •What is the evidence that a chemical reaction has occurred? •How does one express a chemical reaction? •How does one predict the products of different chemical reactions? •Why is it important that mass is conserved universally? <p>What are the properties of the important energy-producing hydrocarbons? In what way do hydrocarbons demonstrate each theme of chemical reactions?</p>	<p>20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>20-23.IOD.LIT.1: Find basic information in a complex body of text</p>	<ul style="list-style-type: none"> •Experimental investigations are purposefully designed, analyzed, interpreted, and applied through the laboratory process. •Matter and its processes are ultimately governed by atomic interactions, which follow predictable, clearly defined rules. •Energy transfer and energy use cause molecules to behave in a consistent manner. •Scientific discoveries and talents are vital and widely applicable to the enhancement of society. <p>UNIT SPECIFIC</p> <ul style="list-style-type: none"> •Chemical reactions are represented by a balanced chemical equation that demonstrates the conservation of mass •The reaction between substances is predictable and follows certain patterns. •Reactions occur at the atomic level, but are observed macroscopically. <p>Stoichiometry leads to the ability to calculate theoretical masses of reactants and products</p>
<p>ILS</p> <p>12.11.53 - Understand that in chemical reactions, atoms combine into molecules by means of bonds (e.g., by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds).</p> <p>12.11.56 - Understand that the conservation of atoms in a chemical reaction, as summarized in a balanced chemical equation, leads to the ability to calculate theoretical masses of reactants and products.</p> <p>12.11.57 - Understand how to read, interpret, and balance chemical equations.</p> <p>12.11.58 - Understand that the chemical quantity called "one mole" is set by calling the number of atoms in exactly 12 grams of carbon-12 atoms one mole. This number turns out to be 6.02×10^{23}, also known as Avogadro's Number</p>		

Content, Skills, Assessment

Chemical Reactions

Content	Skills	Assessment
<p>A. 6.1 WWBAT identify evidence of chemical change 6.2 K3: WWBAT define chemical reaction. 6.3 K4&K12: WWBAT explain conservation of mass in terms of the atoms in a reaction. 6.4 K1&K2: WWBAT identify the reactants and products in a chemical reaction. 6.5 S2: WWBAT write word equations. 6.6 K13&S8: WWBAT write chemical equations. 6.7 S3: WWBAT translate between word and formula equations. 6.8 K15-K16: WWBAT explain the function of a coefficient and a subscript in a chemical equation. 6.9 S7: WWBAT count the number of atoms of an element in a substance 6.10 S1: WWBAT balance chemical equations. 6.11 K5-K8&K11&S4: WWBAT classify chemical reactions by the five standard chemical reactions 6.12 S5: WWBAT predict the products of certain chemical reactions.</p>	<p>A. 6.1 WWBAT identify evidence of chemical change 6.2 K3: WWBAT define chemical reaction. 6.3 K4&K12: WWBAT explain conservation of mass in terms of the atoms in a reaction. 6.4 K1&K2: WWBAT identify the reactants and products in a chemical reaction. 6.5 S2: WWBAT write word equations. 6.6 K13&S8: WWBAT write chemical equations. 6.7 S3: WWBAT translate between word and formula equations. 6.8 K15-K16: WWBAT explain the function of a coefficient and a subscript in a chemical equation. 6.9 S7: WWBAT count the number of atoms of an element in a substance 6.10 S1: WWBAT balance chemical equations. 6.11 K5-K8&K11&S4: WWBAT classify chemical reactions by the five standard chemical reactions 6.12 S5: WWBAT predict the products of certain chemical reactions.</p>	<p>Name</p>

Stoichiometry

Content	Skills	Assessment
<p>A. 6.13 K14: WWBAT calculate the molar mass of a compound (review) 6.14 K14.2: WWBAT convert between grams and moles (review) 6.15 K14.3: WWBAT calculate the moles of one substance when given the moles of another substance. 6.16 K14.4&S5: WWBAT calculate the grams of one substance when given the grams of another substance.</p>	<p>A. 6.13 K14: WWBAT calculate the molar mass of a compound (review) 6.14 K14.2: WWBAT convert between grams and moles (review) 6.15 K14.3: WWBAT calculate the moles of one substance when given the moles of another substance. 6.16 K14.4&S5: WWBAT calculate the grams of one substance when given the grams of another substance.</p>	<p>Name</p>

Lab/ACT

Content	Skills	Assessment
<p>A. 6.17 WWBAT attack experiments passages 6.18 WWBAT pace ourselves on the ACT science section 6.19 24-27.IOD.ANA.1: Compare or combine data from 2+ simple data presentations (e.g., analyze 1 table using a scale from another table) OR 1 complex data presentation 6.20 20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) 6.21 20-23.IOD.LIT.1: Find basic information in a complex body of text 6.22 20-23.EMIR.MOD.1: Select a simple hypothesis, prediction, or conclusion that is supported by a data</p>	<p>A. 6.17 WWBAT attack experiments passages 6.18 WWBAT pace ourselves on the ACT science section 6.19 24-27.IOD.ANA.1: Compare or combine data from 2+ simple data presentations (e.g., analyze 1 table using a scale from another table) OR 1 complex data presentation 6.20 20-23.IOD.SEL.1: Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) 6.21 20-23.IOD.LIT.1: Find basic information in a complex body of text 6.22 20-23.EMIR.MOD.1: Select a simple hypothesis, prediction, or conclusion that is supported by a data</p>	<p>Name</p>

Chemical Reactions & Stoichiometry

Type: Unit Plan

presentation or a model	presentation or a model	
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Content	Skills and Integrated Skills	Assessment II
<p>K1: reactants are the starting materials of chemical reactions</p> <p>K2: products are the ending materials of chemical reactions</p> <p>K3: a reaction is a process by which the atoms of one or more substances are rearranged to form different substances.</p> <p>K4: mass is conserved universally (except when the sun produces helium in amie's world)</p> <p>K5: in a synthesis reaction, two substances come together to form one substance</p> <p>K6: in a decomposition reaction, one substance breaks apart to form two or more substances</p> <p>K7: in a single replacement reaction, one element is substituted for another in a compound</p> <p>K8: in a double replacement reaction, two compounds exchange their positive ions</p> <p>K9: double replacement reactions produce a precipitate, a gas, or water</p> <p>K10: a precipitate is a solid produced during a chemical reaction in a solution</p> <p>K11: combustion is a chemical reaction that occurs when a (organic) substance reacts with oxygen releasing energy, CO₂, and H₂O</p> <p>K12: conservation of mass means that you have to have the same number of atoms of each element on each sides of the equation</p> <p>K13: when writing a chemical reaction, the reactants go on the left, products on the right, and an arrow serves as the yield sign</p> <p>K14: stoichiometry is a system that allows us to calculate theoretical masses of products and reactants</p>	<p>S1: balance an equation</p> <p>S2: write word equations</p> <p>S3: translate between word and chemical equations</p> <p>S4: classify chemical equations</p> <p>S5: predict the products of a chemical equation</p> <p>S6: calculate theoretical masses of reactants and products</p> <p>S7: count the number of atoms of an element in a substance</p> <p>S8: write chemical equations using proper notation</p>	<p><input type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Portfolio</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Reflective Essay</p> <p><input type="checkbox"/> Short Answer</p> <p><input type="checkbox"/> Constructed Response</p> <p><input type="checkbox"/> Creative Performance or Exhibition</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Fill in the Blank</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Journal and Learning Logs</p> <p><input type="checkbox"/> Learning Contract</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Observation Checklist</p> <p><input checked="" type="checkbox"/> Performance Assessment</p> <p><input checked="" type="checkbox"/> Performance Task</p> <p><input type="checkbox"/> Portfolio</p> <p><input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Rubric</p>

Chemical Reactions & Stoichiometry

Type: Unit Plan

<p>K15: coefficients are the big numbers in front of elements/compounds in a chemical equation</p> <p>K16: subscripts are the little numbers within an element or compound</p> <p>K17: macroscopic refers to things we can see</p> <p>K18: microscopic refer to things we can't see</p>		<p><input type="checkbox"/> Self Evaluation</p> <p><input type="checkbox"/> Structured Interview</p> <p><input type="checkbox"/> Textbook/Workbook Problems</p> <p><input type="checkbox"/> True/False</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Prompted:(tests, products, other work samples)• Reaction blitz• End of unit test• RAFT on chemical reactions• Gist literacy activity• Science article with reflection• “Do This Quickly” assessments• Exit slips assessmentsUnprompted:(discussions, observations) • Laboratory conduct• Student participation in laboratory and class discussionsStudent Self Assessment:(reflections, rubrics)• Student-led tracking • Per IEPs: Scribe notes, allow choice to respond, read any written instructions, sequence instructions, give additional examples, ask student to summarize to check for understanding, continue to check for on task behavior through proximity, redirection and offering additional help. 	<p>Materials</p> <p>Materials:</p> <p>Minilab: Observing change</p> <ul style="list-style-type: none"> •25mL graduated cylinder •100mL beaker •2 pipettes •Stirring rod •Thermometer •Effervescent antacid tablet •0.1M ammonia solution •Universal indicator •Distilled water <p>Minidemo: Conservation of Mass with silver nitrate</p> <ul style="list-style-type: none"> •5mL 0.1M silver nitrate solution •Small test tube •5mL 0.1M potassium iodide •Flask •Stopper •Balance <p>Minidemo: galvanized iron</p> <ul style="list-style-type: none"> •Galvanized iron •100mL beaker •80mL dilute HCl <p>Minidemo: calcium carbonate precipitate</p> <ul style="list-style-type: none"> •0.27g sodium carbonate •10mL water •2 test tubes •2 stoppers •0.41g calcium nitrate 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> •Chemical equation •Chemical reaction •Combustion reaction •Decomposition reaction •Double-replacement reaction •Precipitate •Product •Reactant •Single-replacement reaction •Solute •Solvent •Synthesis reaction •Avogadro's number •Molar mass •Mole •Stoichiometry •Theoretical yield

Chemical Reactions & Stoichiometry

Type: Unit Plan

	<p>Minilab: Observing a precipitate</p> <ul style="list-style-type: none">•2 150mL beakers•100mL graduated cylinder•2 stirring rods•2 spatulas•2 weighing papers•NaOH•Epsom salts•Distilled water•Balance <p>Lab: Activities of Metals</p> <ul style="list-style-type: none">•1.0M zinc nitrate•1.0M aluminum nitrate•1.0M copper(II) nitrate•1.0M magnesium nitrate•4 pipettes•Wire cutters copper wire•Aluminum wire•Magnesium ribbon•4 zinc strips•Fine sandpaper•24-well microscale reaction plate <p>Minilab: How much is a mole?</p> <ul style="list-style-type: none">•Centimeter ruler•Paper clip <p>Minilab: One mole is ...?</p> <ul style="list-style-type: none">•One mole Al•One mole Cu•One mole NaCl•One mole sucrose•One mole H₂O•One mole Zn•One mole charcoal <p>Minilab: How many moles in iron?</p> <ul style="list-style-type: none">•2 sets of iron nails, one with 6 and one with 9•1 mole iron filings•4 bags	
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Chemical Reactions & Stoichiometry

Type: Unit Plan

	<p>Minilab: determining molar masses</p> <ul style="list-style-type: none">•Calcium carbonate containing antacid tablets•Common substances labeled with chemical formulas <p>Minilab: percent composition of gum/popcorn</p> <ul style="list-style-type: none">•Balance•Weighing paper•2 250mL beakers•2 pieces of chewing gum•Stirring rod•Paper towels•Window screen (10cm x 10cm)•Scissors•Timer•Popcorn <p>Minilab: mass percent of pennies</p> <ul style="list-style-type: none">•Pre- &post-1982 pennies•6.0M HCl•Balance•Water•Paper towels•Forceps <p>Demo: Empirical formulas</p> <ul style="list-style-type: none">•Large test tube with two hold stopper•Glass &rubber tubing•Bunsen burner•Ring stand with test tube holder•Copper(II) oxide <p>Scupula</p>	
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Gases
Type: Unit Plan

Gases

Unit Dates: 5-2 to 5-27	Class: Chemistry	Sections: 1st Period Chem, 5th Period Chem, 8th Period Chem
Teachers:		

Unit Description	Course	Length of Unit
<p><u>Gases</u></p> <p>Students will incorporate a new branch of chemistry to their repertoire with their study of gases. Students will learn the properties of gases, will employ the simple, combined, and ideal gas laws, and will apply those laws in a laboratory setting. Students will also pursue several interest-based projects, including public policy issues surrounding atmospheric conditions (13, 14).</p>	Chemistry	3 weeks

Standards

<p>IL_Learning_Standards - Science (1997) - Late High School</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Learning Standard 12.B Know and apply concepts that describe how living things interact with each other and with their environment.</p>
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Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<ul style="list-style-type: none"> • What is the Kinetic-Molecular Theory? How does it allow one to work with gases? • What are the original gas laws? How does one apply them in a laboratory setting? • What are the combined and ideal gas laws? How does one apply them in a laboratory setting? <p>Why is research on gases crucial to our understanding of climate change?</p>	<p>Interpretation of Data</p> <ul style="list-style-type: none"> • 24A1: Compare or combine data from two or more a simple data presentations • 24A2: Compare or combine data from a complex data presentation • 24A3: Interpolate between data points in a table or graph • 24A4: Determine how the value of one variable changes as the value of another variable changes in a complex 	<p>properties of gases; kinetic-molecular theory; simple, combined, and ideal gas laws</p> <p>Relation to climate change</p>

Gases
Type: Unit Plan

	<p>data presentation</p> <p>Scientific Investigation</p> <ul style="list-style-type: none"> •24B1: Understand the methods and tools used in a complex experiment •24B2: Understand a complex experimental design •24B3: Predict the results of an additional trial or measurement that would produce specified results <p>Evaluation of Models, Inferences, & Experimental Results</p> <ul style="list-style-type: none"> •24C1: Select a simple hypothesis prediction, or conclusion that is supported by two or more data presentation or models •24C2: Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why •24C3: Identify strengths and weaknesses in one or more models 	
<p>ILS</p> <p>12.11.49 - Understand that the kinetic molecular theory explains the properties of gases by the random motion of molecules in them. For example, the collisions of these particles with a surface create an observable pressure on that surface, and their motion explains the diffusion of gases.</p> <p>12.11.50 - Understand how to apply the gas laws to relations between pressure, temperature, and volume of any amount of an ideal gas. Understand Boyle's Law and Charles' Law and how to logically solve problems.</p> <p>12.11.51 - Understand the values of standard temperature and pressure (STP): 0° Celsius and 1 atm.</p> <p>12.11.52 - Understand how to convert between Celsius and Kelvin temperature scales. Understand that there is no temperature lower than 0 Kelvin, or absolute zero.</p>		

Content, Skills, Assessment

Kinetic Molecular Theory

Content	Skills	Assessment
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Gases
Type: Unit Plan

A.	A.	Name
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Content	Skills and Integrated Skills	Assessment II
<ul style="list-style-type: none"> •The KMT is necessary for approximating the behavior of gases and is composed of 5 basic assumptions •Gas pressure measurement units and methods of measurement •The algebraic relationships embodied in the 3 original gas laws •The algebraic relationship embodied in the combined gas law •The algebraic relationship embodied in the ideal gas law •How to perform experiments using/verifying the original, combined, and ideal gas laws <p>Past knowledge of stoichiometry is applicable to gases</p>	<ul style="list-style-type: none"> •Use the kinetic-molecular theory to explain the behavior of gases by •Naming the 5 assumptions of the KMT •Describing how mass affects the rates of diffusion and effusion •Explain how gas pressure is measured •Calculate the partial pressure of a gas theoretically and in a laboratory setting •Apply the simple/original gas laws to practice and real-life problems by •Stating the relationships posited for Boyle's, Charles's, and Gay-Lusac's Laws •Performing laboratory experiments with gases •Apply the combined gas law to practice and real-life problems by •Stating the relationship given in the combined gas law •Performing laboratory experiments with gases •Relating Avogadro's principle to the combined gas law •Apply the ideal gas law to practice and real-life problems by •Stating the relationship given in the ideal gas law •Performing laboratory experiments with gases <p>Determine gaseous volume ratios from chemical reaction equations using the gas laws</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Portfolio <input type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Journal and Learning Logs <input type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input type="checkbox"/> Quiz <input type="checkbox"/> Rubric

Gases
Type: Unit Plan

		<input type="checkbox"/> Self Evaluation <input type="checkbox"/> Structured Interview <input type="checkbox"/> Textbook/Workbook Problems <input type="checkbox"/> True/False
Instructional Strategies	Materials	Critical Vocabulary
<ul style="list-style-type: none"> Partially filled-in graphic organizers compared to empty graphic organizers for lectures Extra Credit: Biology Connection: research how marine animals can withstand huge pressure underwater in written report Extra Credit: problem-solving lab on turbocharging engines (424) Gifted: Research report on high-altitude adaptations (428) Intrapersonal: Weather Report: correlate barometric pressure to weather conditions over time (430) Gifted: research how the ideal gas law works for real gases (435) Easier science passages for struggling readers Extended time for ACT prep passage Per IEPs: Scribe notes, allow choice to respond, read any written instructions, sequence instructions, give additional examples, ask student to summarize to check for understanding, continue to check for on task behavior through proximity, redirection and offering additional help. 	<p>Materials:</p> <p>Demo: Mentos explosions</p> <ul style="list-style-type: none"> 4 2L coke bottles 1 pack mentos Paper towels <p>Minidemo: air is not empty space</p> <ul style="list-style-type: none"> Funnel Large beaker Water <p>Minilab: More than just hot air</p> <ul style="list-style-type: none"> 5gallon bucket Round balloons Ice String <p>Demo: Demonstrating Boyle's Law</p> <ul style="list-style-type: none"> Empty colorless 2L soft drink bottle with cap (save from Mentos demo) Dropper Food coloring <p>Minilab: Under Pressure</p> <ul style="list-style-type: none"> 2L clear, plastic bottle with cap (with label removed) Water Small dropper (with glass cylinder if possible) <p>Minidemo: balloons and temperature reminder</p> <ul style="list-style-type: none"> 3 balloons Hot water bath Ice Thermometer 	<ul style="list-style-type: none"> Dalton's law of partial pressures Deposition Diffusion Graham's law of effusion Kinetic-molecular theory Pascal Pressure Sublimation Temperature Vapor pressure Avogadro's principle Boyle's law Charles's law Combined gas law Gay-lussac's law Ideal gas constant Ideal gas law Molar volume

Gases
Type: Unit Plan

	<p>Minilab: testing the combined gas law</p> <ul style="list-style-type: none">•Inflatable spherical ball•Tire gauge•Thermometer•Tape measure <p>Minidemo: gas check</p> <ul style="list-style-type: none">•Hydrogen gas•Methane gas•Propane gas•Nitrogen gas <p>Minidemo: growing balloon</p> <ul style="list-style-type: none">•Balloon•5mL water•Small piece calcium carbide (CaC_2) <p>Minilab: The density of carbon dioxide</p> <ul style="list-style-type: none">•Masking tape•Aluminum foil•Metric ruler•1L beaker•Candle•Matches•Thermometer•Barometer•Baking soda•Vinegar (5% CH_3COOH) <p>Lab: Using the Ideal Gas Law</p> <ul style="list-style-type: none">•Aerosol can of duster•600mL graduated beaker•Bucket or bowl•Thermometer•Barometer•Plastic microtip pipette•Latex tubing•Glass tubing•Scissors•Electrical or duct tape <p>Balance</p>	
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Gases
Type: Unit Plan

	Balance	
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Astronomy - Analyzing our World

Unit Dates: 9-7 to 10-8	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
This unit focuses on utilizing and developing students' schema to make basic but fun inquiries into the scientific world.	Students will conduct a few labs while pretending to operate on the International Space Station. The labs are given in the context of missions, and student learning of scientific inquiry will be a foundation for astronomy, meteorology, and geology study.	Projector Screen Notebooks Binders Plant Shelf Plant gro-lites Plants materials CSI lab materials Topographic maps

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.84 Understand that most scientists believe that the sun, the earth, and the rest of the solar system formed from a nebular cloud of dust and gas 4.6 billion years ago.</p> <p>State Goal 13 Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>Standard 13A Know and apply the accepted practices of science.</p> <p>Objective 13.11.01 Understand basic rules of safety in conducting scientific experiments in a laboratory or in the field.</p> <p>Objective 13.11.02 Understand why experimental replication is essential to scientific claims.</p> <p>Objective 13.11.03 Understand how scientific knowledge, explanations, and technological designs may change with new information.</p> <p>Objective 13.11.04 Understand that scientists must be responsible about how they conduct their experiments.</p> <p>Objective 13.11.05 Determine the degree of accuracy in measurements. Identify possible sources of error in measurement.</p> <p>Standard 13B Know and apply concepts that describe the interaction between science, technology and society.</p> <p>Objective 13.11.06 Analyze scientific breakthroughs in terms of societal and technological effects.</p> <p>Objective 13.11.07 Analyze examples of resource use, technology use or conservation program and make recommendations for improvements.</p>

Objective 13.11.07 Analyze examples of resource use, technology use or conservation program and make recommendations for improvements.
Objective 13.11.08 Analyze careers and occupations that are affected by knowledge of science.
Measurement
Objective 13.11.09 Select appropriate scientific instruments and technological devices to perform tests, measure, and collect data.

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.13-15.1 Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>IOD.13-15.2 Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p>	<ul style="list-style-type: none"> •What do you think are the norms and procedures of a professional and successful organization? •What do you think would be a Big Goal for your success in class this year? •How does Environmental and Earth Science relate to my life? •What prime-time TV show do you think benefits from the scientific method? •How can you measure the interactions among Earth's system? •How does science differ from other disciplines? How do you investigate a question/problem/mystery/unknown? What kind of answers can be discovered during an scientific investigation? How can you use scientific concepts and empirical data to determine whether or not information is credible? How do you communicate discoveries so that other are able to understand them? How sure are you? What's the likely margin of error? How accurate/precise is it? How accurate/precise does this need to be? What is proof? Do I have one? How can numbers (data) lie or mislead? How might we show ? In what other ways (how else)? How do we best represent the part and whole relationship? the pattern? the sequence? What kind of problem is it? Can everything be quantified? 	<p>Procedural</p> <ul style="list-style-type: none"> •SWBAT Entering the classroom properly (getting binder, tome, and immediately beginning the catalyst with 80% mastery •SWBAT Articulate the norms and expectations of the class with 80% mastery. •SWBAT Explain the uses of information and tools in different parts of the room with 80% mastery. •SWBAT Explain the breakdown of the class period time with 80% mastery. •SWBAT Working silently during independent work time and during exit slips with 100% mastery. •SWBAT Raising hand for a question with 100% mastery. •SWBAT describe SLANT with 80% mastery. •SWBAT Develop a testable question/hypothesis with 80% mastery. •SWBAT Measure accurately/precisely with 80% mastery. •SWBAT Make observations and record data by using the appropriate senses and tools effectively with 80% mastery. •SWBAT Communicate results effectively with 80% mastery. •SWBAT Make inferences and predictions and support them with evidence with 80% mastery. •SWBAT Evaluate claims and explanations using evidence and experience with 80% mastery.

Content, Skills, Assessment

Astronomy:

Content	Skills	Assessment
<p>A. Scientific Investigation</p> <p>B. Modelling our Earth</p>	<p>A. Scientific Investigation</p> <ol style="list-style-type: none"> 1. Data Collection 2. Data Analysis 3. Presentation <p>B. Modelling our Earth</p> <ol style="list-style-type: none"> 1. Using map scales 2. Using longitude and latitude to find features on a world map 3. Using Forest Service and Topographic maps to find local features 	<p>Name</p> <p>CSI experiment</p> <p>Plant Lab</p> <p>Topographic maps</p>

Content	Critical Vocabulary	Unit Reflection
<p>Key Ideas</p> <p>Content</p> <ul style="list-style-type: none"> •The Earth and celestial phenomena can be described by principles of relative motion and perspective. •Many of the phenomena that we observe on Earth involve interactions among air, water, and land. •Scientific questions are testable. •Hypothesis are valuable, even if they are false. •The scientific method is an ongoing process and often leads to further investigation. •Data must be empirical and without bias. •Conclusions are explanations that must be based on evidence, and conclusions often refer to prior experience. •Scientific claims must be verified by independent investigations. •Standardized measures allow people to more accurately describe the physical world. •Correlation does not ensure causality. <p>Process</p> <ul style="list-style-type: none"> •Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and 	<p>Scientific Inquiry</p> <p>Observation</p> <p>Question</p> <p>Hypothesis</p> <p>Experiment</p> <p>Results</p> <p>Conclusion</p> <p>Publish</p> <p>Repeat</p> <p>Strategies</p> <p>Group work</p> <p>Individual work</p> <p>Remember "wait time 1 &2"</p> <p>Think-pair-share</p> <p>Ask "follow ups"</p> <p>Withhold judgement</p> <p>Ask for summary</p> <p>Survey the class</p> <p>Allow for student calling</p> <p>Play devil's advocate</p> <p>Ask students to "unpack their thinking"</p>	

Astronomy - Analyzing our World

Type: Unit Plan

<p>procedures and usually requiring considerable ingenuity.</p> <ul style="list-style-type: none">•The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	<p>Cold Call 100% Cue student responses Positive framing No opt out</p>	
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Unit 2: Meteorology - Atmosphere
Type: Unit Plan

Unit 2: Meteorology - Atmosphere

Unit Dates: 10-8 to 11-5	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
<p>Students will study the atmosphere. Students will examine from a top down approach.</p> <p>Length of Unit 18 days</p>	<p>Atmosphere is the first layer from space. We will study it using projects, and summative assessments.</p> <p>All energy comes from the sun in the first place. Heat is an atomic phenomenon. When atoms absorb energy they become more energetic. Therefore, they move and bounce against each other, which creates heat. Energy from the sun causes molecules in the atmosphere to bounce together more often, which creates heat in the atmosphere.</p> <p>Certain molecules in the atmosphere keep energy from entering and leaving Earth easily.</p> <p>The Earth's tilt on its axis determines the distribution of solar radiation at any given moment in the year. Warm air rises and cold air sinks relative to one another.</p> <p>Since the air and ocean water are both fluid on our planet, the movement of our planet affects them both.</p> <p>Weather is the state of the atmosphere at a place and time as regards to heat, cloudiness, dryness, sunshine, wind, rain, etc.</p>	<p>Tome Projector Screen Lab materials</p>

Standards

IL_Assessment_Framework - Science (2004) - Grade 11

Unit 2: Meteorology - Atmosphere
Type: Unit Plan

State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.
The Earth's Dynamic Processes
Objective 12.11.90 Understand that energy enters the systems of Earth chiefly as solar radiation and eventually escapes again as heat.
Objective 12.11.91 Understand that incoming solar radiation is either reflected or absorbed.
Objective 12.11.92 Understand that non-uniform heating of the earth results in circulation patterns in the atmosphere and oceans that globally distribute heat (in the form of winds and ocean currents).
Objective 12.11.93 Understand the connection between the earth's rotation and the circular motion of ocean currents and air pressure centers.
The Atmosphere
Objective 12.11.99 Analyze weather conditions of an area, given specific weather data.

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.16-19.1 Select two or more pieces of data from a simple data presentation</p>	<p>Where does our energy come from? How does energy enter the Earth's atmosphere? What happens to the energy once it is in our atmosphere? What reflects or absorbs incoming solar radiation?</p>	<p>SWBAT describe the composition of the atmosphere with 80% mastery. SWBAT compare and contrast the various layers of the atmosphere with 80% mastery.</p>
<p>IOD.16-19.2 Understand basic scientific terminology</p>	<p>What causes weather? Why is windy on certain days? How does the Earth's rotation affect air pressure and ocean currents? What creates tides and currents?</p>	<p>SWBAT identify three methods of transferring energy throughout the atmosphere with 80% mastery. SWBAT describe the various properties of the atmosphere and how they interact with 80% mastery. SWBAT explain why atmospheric properties change with changes in altitude with 80% mastery. SWBAT explain how clouds are formed with 80% mastery. SWBAT describe the water cycle with 80% mastery.</p>
	<p>Why is it warmer year around in Sudan than in Chicago? How do meteorologists know what the weather will be like tomorrow or in 10 days?</p>	<p>SWBAT compare and contrast the greenhouse effect and global warming with 80% mastery. SWBAT analyze how imbalances in the heating of Earth's surface create weather with 80% mastery.</p>
	<p>Skills Students will work with laboratory equipment to demonstrate how energy flows through a system.</p>	<p>SWBAT describe how and where air masses form with 80% mastery. SWBAT compare and contrast wind systems with 80% mastery.</p>
	<p>Students will use laboratory equipment to model the formation of clouds.</p>	<p>SWBAT describe how the rotation of Earth affects the movement of air with 80% mastery.</p>

	<p>formation of clouds.</p> <p>Students will learn to read weather reports.</p> <p>Students will trace the formation and movement of air masses</p> <p>Students will read weather data and interpret this data.</p> <p>Students will read barometric read outs.</p> <p>Students will analyze digital and analog forecasting data.</p> <p>Assessment</p> <p>Formal</p> <p>Summative</p> <p>Project</p> <p>Rubric</p> <p>Quizzes</p> <p>Exit Slips</p> <p>Strategies</p> <p>Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out</p>	<p>SWBAT identify various types of fronts with 80% mastery.</p> <p>SWBAT recognize the importance of accurate weather data with 80% mastery.</p> <p>SWBAT describe the technology used to collect weather data with 80% mastery.</p> <p>SWBAT analyze the strengths and weaknesses of weather observation systems with 80% mastery.</p> <p>SWBAT analyze a basic surface weather chart with 80% mastery.</p> <p>SWBAT distinguish between analog and digital forecasting with 80% mastery.</p> <p>SWBAT describe problems with long-term forecasts with 80% mastery.</p> <p>SWBAT compare and contrast various ocean currents with 80% mastery.</p> <p>SWBAT describe the various properties of the atmosphere and how they interact with 80% mastery.</p>
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Content, Skills, Assessment

Unit 2: Meteorology - Atmosphere
Type: Unit Plan

Content	Critical Vocabulary	Unit Reflection
<ol style="list-style-type: none"> 1. Moisture in the atmosphere 1. relative humidity - measurement and how it effects us 2. dew point - measurement and how it effects us 3. cloud - identification and formation 4. precipitation - identification and formation 2. Air pressure <ol style="list-style-type: none"> 1. barometers - how they are used to measure air pressure 2. mapping areas of high and low pressure 3. winds and changes in air pressure - local, regional, and global patterns 3. Weather forecasting <ol style="list-style-type: none"> 1. air masses, fronts, and associated weather 2. using weather maps to produce a weather forecast 3. using computers to produce a weather forecast 4. collecting site data to produce a weather forecast 	<ul style="list-style-type: none"> Energy Solar Radiation Heat Reflect Absorb Albedo Non-uniform heating Circulation Atmosphere Oceans Globally Distribute Heat Ocean Currents Wind Rotation Circular Ocean currents Pressure Air pressure center Data Area 	

Unit 3: Meteorology - Climate
Type: Unit Plan

Unit 3: Meteorology - Climate

Unit Dates: 11-8 to 11-30	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
<p>Students will learn about the Earth's climate, which includes discussion about molecular composition of the atmosphere, greenhouse gases, and climate change.</p> <p>Length of Unit 18 days</p>	<p>The uneven heating of Earth causes weather patterns and climate differences in different locations. Climate is affected by a variety of factors. Water takes longer to heat up and cool down. Mountains can block water from entering an area. Wind can carry water and heat to certain areas.</p> <p>The Earth is a constantly changing entity. Its various levels of systems change within themselves and between each other.</p> <p>The atmosphere is a closed system: what we have is generally what we will always have. The compositions have changed but the overall mass of oxygen, nitrogen, and other elements have not increased or decreased significantly after Earth developed a stable atmosphere/lithosphere.</p> <p>Humans breathe oxygen and expel carbon dioxide. Trees breathe carbon dioxide and expel oxygen. Life is made of carbon.</p>	<p>Tome Projector Screen Lab Materials</p>

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11 State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p>
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Unit 3: Meteorology - Climate
Type: Unit Plan

<p>Standard 12B Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p>Ecology and Adaptation</p> <p>Objective 12.11.31 Understand the causes of ecosystem disruptions: changes in climate, human activity, introduction of a nonnative species, changes in population size, sudden natural disasters.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Dynamic Processes</p> <p>Objective 12.11.95 Understand that weather (over a short time) and climate (over a long time) result from the transfer of energy and water in and out of the atmosphere. Understand the effects on climate of latitude, elevation, topography (especially the presence of mountains and valleys), and proximity to large bodies of water, and cold or warm ocean currents.</p> <p>Objective 12.11.96 Understand that Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, plate movement, and the cyclic changes in the orientation of Earth's axis of rotation and the shape of its orbit around the sun.</p>

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.16-19.3 Find basic information in a brief body of text</p>	<p>Why is there a desert in Sudan and not in Chicago?</p> <p>Why is there a rainforest in Brazil and not in Sudan even though they are on the same latitude?</p> <p>What is the difference between weather and climate?</p> <p>How has the Earth's geography changed over time?</p> <p>How has the Earth's atmosphere changed over time?</p> <p>How has the Earth's surface changed over time?</p> <p>How has the Earth's movement and orientation in space changed over time?</p> <p>What are we breathing?</p> <p>How much oxygen are we actually breathing?</p> <p>What is the greenhouse effect and how does it affect us?</p> <p>Why are our lives tied to healthy forests?</p>	<p>SWBAT describe different types of climate data with 80% mastery.</p> <p>SWBAT explain why climates vary with 80% mastery.</p> <p>SWBAT describe the criteria used to classify climates with 80% mastery.</p> <p>SWBAT compare and contrast different climates with 80% mastery.</p> <p>SWBAT distinguish among different types of climatic changes with 80% mastery.</p> <p>SWBAT recognize why climatic changes occur with 80% mastery.</p> <p>SWBAT compare and contrast weather and climate with 80% mastery.</p> <p>SWBAT distinguish among different types of climatic changes with 80% mastery.</p> <p>SWBAT recognize why climatic changes occur with 80% mastery.</p> <p>SWBAT identify how humans impact climate with 80% mastery.</p> <p>SWBAT describe the composition of the atmosphere with 80% mastery.</p> <p>SWBAT compare and contrast the various layers of the atmosphere with 80% mastery.</p>

Unit 3: Meteorology - Climate
Type: Unit Plan

		<p>SWBAT recognize that the atmosphere is an Earth resource with 80% mastery.</p> <p>SWBAT describe the importance of clean air with 80% mastery.</p> <p>SWBAT compare and contrast the greenhouse effect and global warming with 80% mastery.</p> <p>SWBAT identify how humans impact climate with 80% mastery.</p> <p>SWBAT describe the types and sources of air pollution with 80% mastery.</p>
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Content, Skills, Assessment

Content	Critical Vocabulary	Unit Reflection
<p>a. Insolation</p> <p>b. Geographic Factors</p> <p>c. The Water Cycle</p> <p>d. Human Influence (global warming, heat island)</p> <p>Skills</p> <p>Create graph of CO2 trends over time.</p> <p>Record and Chart data points in a laboratory.</p> <p>Read a map and make observations and connections between climate and geography.</p> <p>Utilize various graphic organizers to explore and retain</p>	<p>Rain forest</p> <p>Desert</p> <p>Distribution</p> <p>Bands</p> <p>Latitude</p> <p>Wind patterns</p> <p>Ocean currents</p> <p>Mountain ranges</p> <p>Weather</p> <p>Climate</p> <p>Latitude</p> <p>Elevation</p>	

Unit 3: Meteorology - Climate
 Type: Unit Plan

<p>information.</p> <p>Write a structured response to higher level bloom's taxonomy questions.</p> <p>Assessment</p> <p>Unit Test</p> <p>Weekly quiz</p> <p>Exit Slips</p> <p>Rubric</p> <p>Project</p> <p>Creative Exhibition</p> <p>Graphs</p> <p>Learning Strategies</p> <p>Remember "wait time 1 &2" Think-pair-share Ask "follow ups" Withhold judgementAsk for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing</p>	<p>Topography</p> <p>Geography</p> <p>Composition</p> <p>Cyclic movement</p> <p>Axis</p> <p>Orbit</p> <p>Gas</p> <p>Oxygen</p> <p>Nitrogen</p> <p>Mixture</p> <p>Greenhouse</p> <p>Carbon dioxide</p>	
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Unit 4: Meteorology- Weathering and Erosion
Type: Unit Plan

Unit 4: Meteorology- Weathering and Erosion

Unit Dates: 12-1 to 1-14	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Focus	Unit Description	Materials
<p>Students will focus on the forces that cause changes in our natural world. These forces provide the transition from studying meteorology and astronomy to studying geology.</p> <p>Length of Unit 23 days</p>	<p>Our planet is a system. This system has many parts. These parts work together to make the whole. Often systems contain other systems and are parts in greater systems as well. You can evaluate an environment using observation and inference.</p> <p>About 97% of the hydrosphere is contained in the oceans. However, the second most likely place to find water is underground. If you drink spring water you are probably drinking water that has been underground for thousands of years.</p> <p>A river is large natural stream of water flowing in a channel to the sea, a lake, or another such stream.</p>	<p>Projector Screen Tome Lab materials textbook</p>

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.85 Understand that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing transformation of the earth system. Understand that we can observe some changes (such as earthquakes and volcanic eruptions) on a human time-scale, but many processes (such as mountain building and plate movements) take place so sporadically or so slowly (over hundreds of millions of years) that we cannot observe them but only infer that they take place from other kinds of evidence.</p> <p>Water</p> <p>Objective 12.11.100 Understand that a water table marks the top of the zone of saturation of subsurface materials.</p> <p>Objective 12.11.101 Understand at which places in a river or stream one is likely to find a build up of sediment. Understand why sediments of certain sizes build up in different</p>
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Unit 4: Meteorology- Weathering and Erosion
Type: Unit Plan

locations in a stream and how this can alter its course over time. Understand how these processes can, over the course of time, change the location of rivers and streams (e.g., meanders).

College Readiness Standard - Mastery Objectives	Essential Question	Objectives/Skills
<p>IOD.16-19.4 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p>	<p>How do the Earth, oceans, atmosphere, and organisms interact and cause changes in each other?</p> <p>What transformations can we observe in our planet?</p> <p>What transformations can we infer about our planet?</p> <p>Why do rivers wind through valleys?</p> <p>Can rivers flow uphill?</p> <p>Why are some rivers sandy and others rocky?</p>	<p>SWBAT differentiate among the four major branches of Earth science with 80% mastery.</p> <p>SWBAT contrast the four systems of Earth with 80% mastery.</p> <p>SWBAT discuss how Earth science affects your daily life with 80% mastery.</p> <p>SWBAT describe how groundwater is stored and moves underground with 80% mastery.</p> <p>SWBAT explain what an aquifer is with 80% mastery.</p> <p>SWBAT explain how surface water can move weathered materials with 80% mastery.</p> <p>SWBAT explain how a stream carries its load with 80% mastery.</p> <p>SWBAT describe how a floodplain develops with 80% mastery.</p> <p>SWBAT describe some of the physical features of stream development with 80% mastery.</p> <p>SWBAT explain the process of rejuvenation in stream development with 80% mastery.</p>

Content, Skills, Assessment

Content	Critical Vocabulary	Unit Reflection
a.identifying signs of mechanical and chemical weathering	Weathering	

Unit 4: Meteorology- Weathering and Erosion

Type: Unit Plan

<p>a. identifying signs of mechanical and chemical weathering b. soil formation and texture c. soil conservation d. streams and rivers as agents of change</p>	<p>Weathering Erosion Zone of saturation Subsurface materials Water table Sediment Meander</p> <p>Skills - Read a topographical map to analyze the flow of river - Create a schematic of a cross-section of the Earth's crust to show aquifers and water storage. - Use lab tools to demonstrate stream load</p> <p>Assessment Formative - CFUs Summative - Test Quizzes Exit slips Project rubric Performance assessment --> lab</p> <p>Strategies Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing</p> <p>Materials Projector Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier Clipboard with student record matrix</p>	
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Unit 4: Meteorology- Weathering and Erosion
Type: Unit Plan

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Volcanoes
Type: Unit Plan

Volcanoes

Unit Dates: 1-31 to 3-4	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>What you will learn:</p> <ul style="list-style-type: none"> - How can volcanoes form and how can they be classified. - How magma melts and crystallizes to form igneous rocks. - How igneous rocks are classified. - How igneous rocks are used. - <p>This unit is important because igneous rocks are the most abundant rocks in the Earth's crust. Many important mineral and metal deposits are associated with igneous rock. In many parts of the world understanding the origin of igneous rocks, volcanoes, is the difference between life and death.</p>	Earth and Space Science	17 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.83 Understand that geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations. Understand that current methods include using the known decay rates of radioactive isotopes present in rocks to measure the time since the rock was formed.</p> <p>Objective 12.11.85 Understand that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing transformation of the earth system. Understand that we can observe some changes (such as earthquakes and volcanic eruptions) on a human time-scale, but many processes (such as mountain building and plate movements) take place so sporadically or so slowly (over hundreds of millions of years) that we cannot observe them but only infer that they take place from other kinds of evidence.</p> <p>The Earth's Dynamic Processes</p> <p>Objective 12.11.89 Differentiate between the two main kinds of volcanoes: one kind with violent eruptions producing steep slopes and another kind with voluminous lava flows producing gentle slopes.</p>
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Volcanoes
Type: Unit Plan

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>How do volcanoes form and how can you classify them?</p> <p>How can you explain magma melting and crystallizing to form igneous rocks?</p> <p>How can you classify igneous rocks?</p> <p>How do you use igneous rocks in your daily life?</p>	<p>IOD.16-19.4 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>SI.16-19.1 Understand the methods and tools used in a simple experiment</p> <p>IOD.20-23.3 Translate information into a table, graph, or diagram</p>	<p>SWBAT:</p> <p>Describe the major parts of a volcano.</p> <p>Compare and contrast shield, cinder-cone, and composite volcanoes.</p> <p>Compare and contrast intrusive and extrusive igneous rocks.</p> <p>Describe the composition of magma.</p> <p>Discuss the factors that affect how rocks melt and crystallize.</p> <p>Classify different types and textures of igneous rocks.</p> <p>Recognize the effects of cooling rates on the grain size of igneous rocks.</p> <p>Describe some uses of igneous rocks.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>Volcanoes</p> <ul style="list-style-type: none"> ·identification of igneous rocks ·factors affecting volcanic eruptions ·matching the types of volcanoes with the type of eruption expected. ·intrusive igneous activity 	<p>In order to demonstrate that they can conduct a laboratory experiment students will:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project

Volcanoes
Type: Unit Plan

	<p>1. Follow a set of written procedures without asking for clarification from the teacher</p>		<input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
	<p>2. Use a newly introduced piece of equipment (like a pH probe, hot plate, scalpel, spring scale or anything else that is used only occasionally) correctly after watching the teacher model its use</p>		
	<p>3. Record data in an organized way as they conduct the experiment</p>		
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student 	<p>Materials</p> <p>Projector Tomes Screen</p>	<p>Critical Vocabulary</p> <p>Igneous Rock Lava Extrusive Intrusive</p>	

Volcanoes
 Type: Unit Plan

<p>responses Positive framing No opt out</p>	<p>Bellringer sheets, pictures Computer paper Printer/Copier Clipboard with student record matrix</p>	<p>Intrusive Partial Melting Fractional Crystallization Bowen's reaction series Felsic Mafic Ultramafic Porphyritic Vent Crater Caldera Shield Volcano Cinder-cone volcano Composite volcano</p>
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Weathering and Erosion
Type: Unit Plan

Weathering and Erosion

Unit Dates: 3-8 to 3-31	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>What you'll learn:</p> <ul style="list-style-type: none"> - How sedimentary rocks are formed. - How the process of weathering breaks down rocks and how erosion transports weathered materials from one place to another. - How soil is formed. <p>Why it's important:</p> <p>Sedimentary rocks provide information about surface conditions and organisms that existed in Earth's past. In addition, mineral resources are found in sedimentary rocks. Fundamentally, the processes of weathering and erosion change Earth's landforms and form soil, an important natural resource.</p>	Earth and Space Science	23 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Structure</p> <p>Objective 12.11.82 Indicate that the earth's crust is made from mostly igneous and metamorphic materials and was formed as a result of partial melting of part of the mantle rock. Know that there is a thin layer of sedimentary rock on top in many places.</p> <p>Objective 12.11.85 Understand that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing transformation of the earth system. Understand that we can observe some changes (such as earthquakes and volcanic eruptions) on a human time-scale, but many processes (such as mountain building and plate movements) take place so sporadically or so slowly (over hundreds of millions of years) that we cannot observe them but only infer that they take place from other kinds of evidence.</p> <p>The Earth's Dynamic Processes</p> <p>Objective 12.11.87 Identify the properties of rocks and minerals based on the physical and chemical conditions in which they are formed, including plate tectonic processes.</p>
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Weathering and Erosion
Type: Unit Plan

Objective 12.11.87 Identify the properties of rocks and minerals based on the physical and chemical conditions in which they are formed, including plate tectonic processes.

Water

Objective 12.11.100 Understand that a water table marks the top of the zone of saturation of subsurface materials.

Objective 12.11.101 Understand at which places in a river or stream one is likely to find a build up of sediment. Understand why sediments of certain sizes build up in different locations in a stream and how this can alter its course over time. Understand how these processes can, over the course of time, change the location of rivers and streams (e.g., meanders).

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Could you make a sedimentary rock?</p> <p>Can water move mountains?</p> <p>Where does soil (dirt) come from?</p>	<p>IOD.16-19.4 Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>SI.16-19.1 Understand the methods and tools used in a simple experiment</p> <p>IOD.20-23.3 Translate information into a table, graph, or diagram</p>	<p>SWBAT</p> <p>Distinguish between weathering and erosion.</p> <p>Sequence the formation of sedimentary rocks.</p> <p>Explain the formation and classification of clastic sediments.</p> <p>Describe features of sedimentary rocks.</p> <p>Describe the types of clastic sedimentary rocks.</p> <p>Explain how chemical sedimentary rocks form.</p> <p>Describe organic sedimentary rocks.</p> <p>Recognize the importance of sedimentary rocks.</p> <p>Identify variables that affect the rate of weathering.</p> <p>Analyze the impact of living and nonliving processes of weathering and erosion.</p> <p>Describe the relationship of gravity to all agents of erosion.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Weathering and Erosion
Type: Unit Plan

Content	Skills and Integrated Skills	Assessment II
<p><u>Weathering and Erosion</u></p> <ul style="list-style-type: none"> ·identification of sedimentary rocks ·identifying signs of mechanical and chemical weathering ·soil formation and texture ·soil conservation ·streams and rivers as agents of change. ·glaciers as agents of change ·wind as an agent of change 	<p>Prepare</p> <p>7. Describe the potential environmental impact of their experiment</p> <p>4. Formulate a scientific hypothesis</p> <p>Conduct</p> <p>4. Clean up their lab area when finished without specifically being asked by the teacher.</p> <p>Analysis</p> <p>1. Create a graphical representation of the data they collected</p> <p>2. Determine whether the data collected in their experiment support or refute their hypothesis</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input checked="" type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Self Evaluation

Weathering and Erosion
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Materials</p> <p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p> <p>Clipboard with student record matrix</p>	<p>Critical Vocabulary</p> <p>Sediment</p> <p>Clastic</p> <p>Deposition</p> <p>Lithification</p> <p>Cementation</p> <p>Bedding</p> <p>Graded bedding</p> <p>Cross-bedding</p> <p>Clastic sedimentary rock</p> <p>Porosity</p> <p>Evaporite</p> <p>Weathering</p> <p>Erosion</p> <p>Mechanical Weathering</p> <p>Frost Wedging</p> <p>Exfoliation</p> <p>Chemical Weathering</p> <p>Hydrolysis</p> <p>Oxidation</p> <p>Meander</p> <p>Stream Bank</p> <p>Stream Channel</p>

Plate Tectonics and Earthquakes
Type: Unit Plan

Plate Tectonics and Earthquakes

Unit Dates: 4-4 to 5-13	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>This unit will cover the final puzzle piece of the rock cycle, metamorphic rocks. We will discuss how metamorphic rocks are formed. We will review the rock cycle to provide evidence that Earth is a dynamic planet, constantly evolving and changing through processes like plate tectonics.</p> <p>Understanding the theory of plate tectonics is important because interactions between the enormous slabs of Earth's crust and rigid upper mantle result in the formation of many of Earth's surface features, including volcanoes and some mountain ranges. Many earthquakes are also caused by plate movements.</p> <p>Earthquakes are natural phenomena that can cause vast amounts of damage as well as many deaths. Understanding what causes earthquakes is essential to our being prepared for these natural disasters.</p>	Earth and Space Science	24 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>The Earth's Dynamic Processes</p> <p>Objective 12.11.86 Identify the various features of the ocean floor which furnish evidence for plate tectonics: magnetic patterns, age, and topographical features.</p> <p>Objective 12.11.87 Identify the properties of rocks and minerals based on the physical and chemical conditions in which they are formed, including plate tectonic processes.</p>
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Plate Tectonics and Earthquakes
Type: Unit Plan

Objective 12.11.88 Understand why earthquakes occur and how scales are used to measure their intensity and magnitude, specifically the Richter and Mercalli scales.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Could I ever see the earth change a rock change into a different kind of rock?</p> <p>What is the cause and effect of earthquakes?</p> <p>Will Earth always look like it does today?</p>	<p>SI.20-23.2 Understand a simple experimental</p> <p>SI.20-23.3 Identify a control in an experiment</p>	<p>SWBAT compare and contrast the different types and causes of metamorphism with 80% mastery.</p> <p>understand how rocks continuously change from one type to another with 80% mastery.</p> <p>describe how the earth's plates interact at plate boundaries.</p> <p>summarize how convection in the mantle is related to the movement of tectonic plates with 80% mastery.</p> <p>compare and contrast earthquake magnitude and intensity and the scales used to measure each with 80% mastery.</p> <p>summarize the evidence that led to the discovery of seafloor spreading with 80% mastery.</p> <p>explain the theory of plate tectonics with 80% mastery.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Content	Skills and Integrated Skills	Assessment II
<p>What causes earthquakes and how they affect Earth's surface.</p> <p>How earthquakes and the destruction they cause are measured.</p> <p>What kind of evidence led to the acceptance that the</p>	<p>Communicate</p> <ol style="list-style-type: none"> 1. Summarize how they conducted the experiment 2. Summarize the findings or results of the laboratory experiment and what they learned from conducting it 3. Describe how the results of their laboratory experiment relate to something they already knew 	<p><input checked="" type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> Multiple Choice</p> <p><input checked="" type="checkbox"/> Portfolio</p>

Plate Tectonics and Earthquakes

Type: Unit Plan

<p>seafloor and continents move.</p> <p>How Earth's tectonic plate interact.</p> <p>What causes tectonic plates to move.</p> <p>How metamorphic rocks form.</p> <p>How rocks continuously change from one type to another in the rock cycle.</p>		<input checked="" type="checkbox"/> Project <input type="checkbox"/> Reflective Essay <input checked="" type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input checked="" type="checkbox"/> Essay <input type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input checked="" type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation <input checked="" type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student 	<p>Materials</p> <p>Projector</p>	<p>Critical Vocabulary</p> <p>Metamorphic rock</p> <p>Regional metamorphism</p>

Plate Tectonics and Earthquakes

Type: Unit Plan

<p>summarySurvey the classAllow for student callingPlay devil's advocateAsk students to "unpack their thinking"Cold Call100%Cue student responsesPositive framingNo opt out</p> <ul style="list-style-type: none"> Per IEPs: Scribe notes, allow choice to respond, read any written instructions, sequence instructions, give additional examples, ask student to summarize to check for understanding, continue to check for on task behavior through proximity, redirection and offering additional help. 	<p>Tomes Screen Bellringer sheets, pictures Computer paper Printer/Copier Clipboard with student record matrix</p>	<p>Foliated Nonfoliated Magnetometer Paleomagnetism Magnetic reversal Isochron Seafloor spreading Theory of plate tectonics Divergent boundary Convergent boundary Transform boundary Fault Primary wave Secondary wave Surface wave focus epicenter Seismometer Magnitude Richter scale Modified Mercalli scale</p>
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Astronomy
Type: Unit Plan

Astronomy

Unit Dates: 5-16 to 6-3	Class: Environmental and Earth Space Science	Sections: 001
Teachers:		

Unit Description	Course	Length of Unit
<p>We will also discuss the properties of our galaxy and the objects within our galaxy, like stars, black holes, planets, and comets.</p> <p>The motions of the sun-Earth-Moon system affect Earth physically, as well as play an important role in our timekeeping system.</p> <p>The sun is vital to life on Earth. To understand the sun, which is a star, it is necessary to understand how all stars function and evolve. Stars are also the building blocks of our galaxy and the source of most elements in the universe.</p> <p>The study of galaxies and the structure of the universe helps scientists to better understand the origin of our solar system as well as Earth's origin.</p>	Earth and Space Science	14 days

Standards

<p>IL_Assessment_Framework - Science (2004) - Grade 11</p> <p>State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Standard 12F Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p> <p>Objective 12.11.102 Understand and describe the physical characteristics of galaxies and the objects within galaxies (e.g., stars, pulsars, black holes, planets, comets, asteroids). Describe physical characteristics of the sun (e.g., corona, prominences, sunspots, solar flares), and know that solar events can cause phenomena such as auroras.</p> <p>Objective 12.11.103 Analyze the life cycles of stars, and compare stars of different masses.</p> <p>Objective 12.11.104 Know the theory that over 10 billion years ago the universe began in a huge expansion called the Big Bang. Understand that in this event, all matter, energy, space, and time were created as the universe expanded from a single point. Understand that one piece of evidence for this theory is the 3K background radiation.</p>
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Astronomy
Type: Unit Plan

Objective 12.11.105 Understand the Doppler effect with respect to light (red and blue shifts) and sound (e.g., the sound of an approaching train's whistle vs. the sound of the whistle moving away). Understand that astronomers use the Doppler shift to estimate the distance of objects millions and billions of light-years away.

Objective 12.11.106 Understand the effects of gravity within the solar system. Understand that the tides are caused by the gravitational interaction among the earth, moon, and sun.

Essential Question	College Readiness Standard - Mastery Objectives	Unit Objectives/Enduring Understandings
<p>Why does it seem to me that the moon changes shape and color on different days of the year?</p> <p>Will our sun ever die?</p> <p>When do scientists say that our universe began?</p> <p>Are we alone in the universe?</p>	<p>SI.20-23.2 Understand a simple experimental</p> <p>SI.20-23.3 Identify a control in an experiment</p>	<p>SWBAT</p> <p>Identify the relative positions and motions of Earth, the Sun, and the Moon with 80% mastery.</p> <p>Describe the phases of the moon with 80% mastery.</p> <p>Explain the eclipses of the moon with 80% mastery.</p> <p>understand and describe the physical characteristics of galaxies and the objects within galaxies (e.g., stars, pulsars, black holes, planets, comets, asteroids) with 80% mastery.</p> <p>describe how the sun will change during its lifetime and how it will end up with 80% mastery.</p> <p>compare the evolutions of stars of different masses with 80% mastery.</p> <p>Explain the different theories about the formation of the universe with 80% mastery.</p>
<p>ILS</p> <p>See above</p>		

Content, Skills, Assessment

Astronomy
Type: Unit Plan

Content	Skills and Integrated Skills	Assessment II
<p>What you'll learn:</p> <ul style="list-style-type: none"> - how to analyze the motions of the Sun, Earth, and the Moon. - What properties are used to observe and measure stars. - How stars change during their lives and what is left when they die. - What astronomers know about the origin and history of the universe. 	<p>Analyze</p> <p>3. Identify questions raised by the experiment that may require further investigation</p> <p>4. Describe sources of error present in their experiment</p> <p>Communicate</p> <p>4. Write a complete lab report</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Reflective Essay <input type="checkbox"/> Short Answer <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Creative Performance or Exhibition <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Fill in the Blank <input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Journal and Learning Logs <input checked="" type="checkbox"/> Learning Contract <input type="checkbox"/> Matching <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Performance Assessment <input checked="" type="checkbox"/> Performance Task <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Quiz <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self Evaluation

Astronomy
Type: Unit Plan

		<input type="checkbox"/> Structured Interview <input checked="" type="checkbox"/> Textbook/Workbook Problems <input checked="" type="checkbox"/> True/False
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Remember "wait time 1 & 2" Think-pair-share Ask "follow ups" Withhold judgement Ask for summary Survey the class Allow for student calling Play devil's advocate Ask students to "unpack their thinking" Cold Call 100% Cue student responses Positive framing No opt out 	<p>Materials</p> <p>Projector</p> <p>Tomes</p> <p>Screen</p> <p>Bellringer sheets, pictures</p> <p>Computer paper</p> <p>Printer/Copier</p> <p>Clipboard with student record matrix</p>	<p>Critical Vocabulary</p> <p>Ecliptic</p> <p>Summer solstice</p> <p>Winter solstice</p> <p>Autumnal equinox</p> <p>Vernal equinox</p> <p>Synchronous rotation</p> <p>Solar eclipse</p> <p>lunar eclipse</p> <p>Tide</p> <p>Nebula</p> <p>Protostar</p> <p>Neutron star</p> <p>supernova</p> <p>Black hole</p> <p>Cosmology</p> <p>Big Bang theory</p> <p>Cosmic background radiation</p> <p>Inflationary universe</p> <p>Doppler Effect</p>

Jesse White College Prep Social Studies Scope and Sequence/Curriculum Map

Quarter	9th: Geography and Illinois Studies	10th: World History	11th: AP U.S. History	12th: AP Government
1	<p>REVIEW AND ADD BASIC GEOGRAPHIC TERMS</p> <ul style="list-style-type: none"> • Geography skills • Types of governments and economic systems <p>UNITED STATES AND CANADA</p> <ul style="list-style-type: none"> • Political and physical map • Regions and resources • NAFTA <p>MEXICO, CENTRAL AMERICA, CARIBBEAN ISLANDS</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources • NAFTA <p>SOUTH AMERICA</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources <p>EUROPE</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions, role of the European Union <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>REVIEW EARLY CIVILIZATION THROUGH 1750</p> <ul style="list-style-type: none"> • Geography; • Timeline • Major civilizations • Major religions <p>MUSLIM EMPIRES</p> <ul style="list-style-type: none"> • Ottoman • Safavid • Mughal <p>ASIAN EMPIRES</p> <ul style="list-style-type: none"> • Qing/Ming Empires • Feudal Japan <p>ENLIGHTENMENT THROUGH AMERICAN REVOLUTION</p> <ul style="list-style-type: none"> • Philosophers • Despots • Influence on American colonist <p>FRENCH REVOLUTION AND NAPOLEON</p> <ul style="list-style-type: none"> • Reform, Conflict, and Terror • Napoleon • Congress of Vienna 	<p>EARLY COLONIAL HISTORY, 1492-1650</p> <ul style="list-style-type: none"> • Spanish, French, English, & Dutch exploration (Jamestown, Plymouth) • Native Americans <p>AMERICA AND THE BRITISH EMPIRE, 1650-1754</p> <ul style="list-style-type: none"> • Mercantilism and growth of Slavery • Social structure, culture, “new” immigrants <p>REVOLUTION, 1754-1783</p> <ul style="list-style-type: none"> • Anglo-French rivalries (French and Indian War) • Stamp Act, Boston Tea Party, Declaration of Independence • War—French alliance, Loyalists, economy • Articles of Confederation, creating state governments <p>CONSTITUTION AND THE NEW REPUBLIC, 1776-1800</p> <ul style="list-style-type: none"> • Federalists v. Anti-federalists, Bill of Rights • Washington as President • John Adams as President, XYZ Affair, Alien and Sedition Acts <p>AGE OF JEFFERSON, 1800-1816</p> <ul style="list-style-type: none"> • LA Purchase • Madison • War of 1812 (causes, Treaty of Ghent, New Orleans) <p>NATIONALISM AND ECONOMIC EXPANSION</p> <ul style="list-style-type: none"> • Era of Good Feelings, Panic of 1819 • Settlement of West, MO Compromise • Foreign Affairs (Monroe Doctrine) • Economic Revolution (expansion of business, cotton in South) <p>SECTIONALISM</p> <ul style="list-style-type: none"> • Southern society, culture, economy, politics • Northern industry, labor, 	<p>CONSTITUTIONAL UNDERPINNINGS OF US GOVERNMENT</p> <ul style="list-style-type: none"> • Considerations in formulation of US Constitution • Separation of Powers • Federalism • Theories of democratic government

			<p>urbanization</p> <ul style="list-style-type: none"> • Westward expansion (squatters, removal of Native Americans) <p>AGE OF JACKSON, 1828-1848</p> <ul style="list-style-type: none"> • 2 party system (Democrats v. Whigs) • Nullification Crisis, Bank Crisis • Martin Van Buren and the Panic of 1837 <p>TERRITORIAL EXPANSION AND SECTIONAL CRISIS</p> <ul style="list-style-type: none"> • Manifest Destiny and Mexican War, Wilmot Proviso <p>CREATING AN AMERICAN CULTURE</p> <ul style="list-style-type: none"> • Education, nationalism, religion, reform crusades <p>THE 1850s, DECADE OF CRISIS</p> <ul style="list-style-type: none"> • Compromise of 1850, Fugitive Slave Act • KS-NE Act, Lincoln-Douglas Debates 	
2	<p>NORTHERN EURASIA</p> <ul style="list-style-type: none"> • Political and physical map • Communism and the demise of the Soviet Union • Social and economic effects of the fall of the USSR <p>MIDDLE EAST</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of Middle Eastern Conflict <p>AFRICA</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of African ethnic conflict • Economic and social problems in Africa <p>SOUTH ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Culture and current conflict in region <p>EAST AND SOUTHEAST ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions, economic relationship with United States <p>AUSTRALIA, NEW ZEALAND, AND PACIFIC ISLANDS</p> <ul style="list-style-type: none"> • Political and physical map • Culture and resources <p><i>CURRENT EVENTS EMPHASIZED THROUGHOUT</i></p>	<p>NATIONALIST REVOLUTION SWEEPS WEST</p> <ul style="list-style-type: none"> • Latin America • Changes in Europe <p>INDUSTRIAL REVOLUTION</p> <ul style="list-style-type: none"> • Beginnings • Effects on cities • Worldwide impact <p>REFORM, ACTIVISM, AND PROGRESS</p> <ul style="list-style-type: none"> • Self rule for British colonies • New technology • Advances in science and medicine <p>AGE OF IMPERIALISM</p> <ul style="list-style-type: none"> • European imperialist • Decline of Ottoman Empire • British in India • Japanese and Chinese imperialism 	<p>CIVIL WAR</p> <ul style="list-style-type: none"> • Assets of each side • Foreign affairs and diplomacy • Abolition of slavery <p>RECONSTRUCTION THROUGH 1877</p> <ul style="list-style-type: none"> • Presidential plans (Lincoln and Johnson) • Congressional plans (radical) • Compromise of 1877 and end of Reconstruction <p>NEW SOUTH AND THE LAST WEST</p> <ul style="list-style-type: none"> • Politics in the “New South” • Western railroad, mining bonanza <p>INDUSTRIALIZATION AND CORPORATIONS</p> <ul style="list-style-type: none"> • Industrial growth (railroads, oil, coal, iron, steel, electricity, banks) • Laissez-faire conservatism • Social Darwinism • Union movement <p>URBAN SOCIETY</p> <ul style="list-style-type: none"> • Lure of the city, problems in the city, and social reforms <p>INTELLECTUAL AND CULTURAL MOVEMENTS</p> <ul style="list-style-type: none"> • education and mass culture <p>NATIONAL POLITICS, THE GILDED AGE</p> <ul style="list-style-type: none"> • Conservative presidency (trusts, RR regulation, tariff controversy) 	<p>POLITICAL BELIEFS AND BEHAVIORS</p> <ul style="list-style-type: none"> • Citizens’ beliefs about government and their leaders • Processes by which citizens learn about politics • Nature, sources, and consequences of public opinion • Ways in which citizens vote and otherwise participate in political life • Factors that influences citizens to differ from one another in political beliefs and behaviors <p>POLITICAL PARTIES, INTEREST GROUPS, AND MASS MEDIA</p> <ul style="list-style-type: none"> • Political parties and elections: functions, organization, development, effects on the political process, electoral laws and systems • Interest groups, including PACs: range of interests represented, activities of interest groups, effects of interest groups on political process, characteristics and roles of PACs in political process • Mass media: functions and structures of media, impacts of media on politics

			<ul style="list-style-type: none"> • Populism, silver question <p>FOREIGN POLICY, 1865 THROUGH 1914</p> <ul style="list-style-type: none"> • Imperialism in Latin America (Spanish American War) • Far East (Open Door Policy) • Taft—dollar diplomacy; Wilson—moral diplomacy <p>PROGRESSIVE ERA</p> <ul style="list-style-type: none"> • Muckrakers • Black America (Washington, DuBois, Garvey) • Roosevelt’s Square Deal and Wilson’s New Freedom <p>THE GREAT WAR</p> <ul style="list-style-type: none"> • Neutrality □ mobilization • Wilson’s 14 Points, Treaty of Versailles, problem of ratification <p>NEW ERA—THE ROARING ‘20s</p> <ul style="list-style-type: none"> • Economic development 	
<p>3</p>	<p>ILLINOIS—THE PLACE</p> <ul style="list-style-type: none"> • Physical Geography: location, regions, resources, climates • Cultural Geography: demographics, writers, artists, musicians, athletes <p>HISTORY</p> <ul style="list-style-type: none"> • Pre-Columbian • Exploration and settlement • Territorial growth • Statehood • Civil War and Reconstruction • World Wars and Great Depression • Civil Rights Movement <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>THE GREAT WAR</p> <ul style="list-style-type: none"> • Causes • Political and social impact on the world <p>REVOLUTION AND NATIONALISM</p> <ul style="list-style-type: none"> • Revolution in Russia • Collapse of Chinese imperial rule • Nationalism in India and Southwest Asia <p>YEARS OF CRISIS</p> <ul style="list-style-type: none"> • Post WW I trends • Great Depression • Rise of Fascism <p>WORLD WAR II</p> <ul style="list-style-type: none"> • Causes and consequences • Holocaust 	<p>THE GREAT DEPRESSION AND THE NEW DEAL</p> <ul style="list-style-type: none"> • Wall Street Crash • FDR’s 100 Days • racial issues (Mexican deportation) <p>DIPLOMACY IN THE 1930s</p> <ul style="list-style-type: none"> • Good Neighbor Policy • Aggressors: Japan, Germany, Italy • Appeasement, Lend-Lease Act, Atlantic Charter <p>THE SECOND WORLD WAR</p> <ul style="list-style-type: none"> • Mobilizing production, propaganda, internment of Japanese-Americans • D-Day (War in Europe) • War in Pacific—Hiroshima and Nagasaki • Wartime conferences—Teheran, Yalta, Potsdam • Postwar atmosphere—the UN <p>TRUMAN AND THE COLD WAR</p> <ul style="list-style-type: none"> • Containment—Truman Doctrine, Marshall Plan, Berlin Crisis, NATO • Revolution in China • Korean War (MacArthur v. Truman) <p>EISENHOWER AND MODERN REPUBLICANISM</p> <ul style="list-style-type: none"> • McCarthyism • Brown v. Board of Education • America’s homogenized society • Space Race <p>KENNEDY’S NEW FRONTIER & JOHNSON’S GREAT SOCIETY</p>	<p>INSTITUTIONS OF NATIONAL GOVERNMENT: CONGRESS, PRESIDENCY, BUREAUCRACY, AND FEDERAL COURTS</p> <ul style="list-style-type: none"> • Major formal and informal institutional arrangements of power • Relationships among these four institutions, and varying balances of power • Linkages between institutions and the following: public opinion and voters, interest groups, political parties, the media, sub-national governments <p>PUBLIC POLICY</p> <ul style="list-style-type: none"> • Policy making in a federal system • Formation of policy agendas • Role of institutions in the enactment of policy • Role of bureaucracy and the courts in policy implementation and interpretation • Linkages between policy processes and the following: political institutions and federalism, political parties, interest groups, public opinion, elections, policy networks

			<ul style="list-style-type: none"> • New domestic programs (tax cut, war on poverty, affirmative action) • Civil Rights and Civil Liberties (African Americans) • The New Left and the Counterculture • Supreme Court and the Miranda v. Arizona decision • Bay of Pigs, Cuban Missile Crisis • Vietnam (Gulf of Tonkin) <p>NIXON</p> <ul style="list-style-type: none"> • Vietnam—escalation and pull-out • China—restoring relations • USSR—détente • Supreme Court—Roe v. Wade • Watergate crisis and Nixon’s resignation 	
4	<p>GOVERNMENT</p> <ul style="list-style-type: none"> • Illinois Constitution • Structure and functions of state government • Organization of county government • Functions of city government • Judicial system <p>MODERN ILLINOIS</p> <ul style="list-style-type: none"> • Education • Economy • Politics • Culture <p><i>CURRENT EVENTS EMPHASIZED THROUGHOUT</i></p>	<p>RESTRUCTURING POSTWAR WORLD</p> <ul style="list-style-type: none"> • U.S. and Soviet split • China, Korea, and Vietnam • Thaw in Cold War <p>COLONIES BECOME NATIONS</p> <ul style="list-style-type: none"> • India • Southeast Asia and Africa • Middle East conflict <p>STRUGGLE FOR DEMOCRACY</p> <ul style="list-style-type: none"> • Latin America • Nigeria and South Africa • Collapse of Soviet Union 	<p>THE US SINCE 1974</p> <ul style="list-style-type: none"> • The New Right and the conservative social agenda • Ford and Rockefeller • Carter (energy, inflation, Camp David Accords, Iran hostage crisis) • Reagan (tax cuts, deficits, defense buildup, Iran-Contra Affair) • Immigration (Asian and Hispanic) • Role of African Americans in local, state, and national politics <p>AP US HISTORY EXAM</p>	<p>CIVIL RIGHTS AND CIVIL LIBERTIES</p> <ul style="list-style-type: none"> • The development of civil liberties and civil rights by judicial interpretation • Knowledge of substantive rights and liberties • Impact of the 14th Amendment on the constitutional development of rights and liberties

9th GRADE: GEOGRAPHY and ILLINOIS STUDIES

		First Unit – Recommended for 1st Quarter	9th Grade: Geography and Illinois Studies
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why are places divided into regions? 2. How does geography impact a countries economy and culture? 3. In what ways does our understanding of a place impact our perception of that place? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>REVIEW AND ADD BASIC GEOGRAPHIC TERMS</p> <ul style="list-style-type: none"> • Geography skills • Types of governments and economic systems <p>UNITED STATES AND CANADA</p> <ul style="list-style-type: none"> • Political and physical map • Regions and resources • NAFTA <p>MEXICO, CENTRAL AMERICA, CARIBBEAN ISLANDS</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources • NAFTA <p>SOUTH AMERICA</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions and resources <p>EUROPE</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions, role of the European Union <p>CURRENT EVENTS <i>EMPHASIZED THROUGHOUT</i></p>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</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.9-10.6. 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.</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.</p> <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.</p>	<p>Timelines</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Graphic organizers</p> <p>K-W-L Chart</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Narrative Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p>

		Second Unit - Recommended for 2nd Quarter	9th Grade: Geography and Illinois Studies
Essential Questions: <ol style="list-style-type: none"> 1. Why is there conflict in Middle East? 2. Why is Africa underdeveloped? 3. Why are some Asian countries politically and economically more advance that other Asian countries? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>NORTHERN EURASIA</p> <ul style="list-style-type: none"> • Political and physical map • Communism and the demise of the Soviet Union • Social and economic effects of the fall of the USSR <p>MIDDLE EAST</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of Middle Eastern Conflict <p>AFRICA</p> <ul style="list-style-type: none"> • Political and physical map • Roots and status of African ethnic conflict • Economic and social problems in Africa <p>SOUTH ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Culture and current conflict in region <p>EAST AND SOUTHEAST ASIA</p> <ul style="list-style-type: none"> • Political and physical map • Cultural regions, economic relationship with United States <p>AUSTRALIA, NEW ZEALAND, AND PACIFIC ISLANDS</p> <ul style="list-style-type: none"> • Political and physical map • Culture and resources <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each</p>	<p>3D project: Create a three dimensional sculpture of a historical scene for example the fall of the Berlin wall made out of popsicle sticks</p> <p>Murals with presentations</p> <p>Research paper on the roots of Middle East Conflict (internal citations, min. 3 sources, works cited) with multi-media presentation</p> <p>Map Project (authentic representation - to scale- of geographical locations of significant historical event)</p> <p>Compare/Contrast Essay of two political or economic systems in Europe or Asia</p> <p>Biography of an “Ordinary Citizen” in a selected country or geographical location</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Extended Writing Projects</p> <p>Research Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p>

	<p>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.</p>		<p>Unit Requirements:</p> <ul style="list-style-type: none">1 Long Writing Piece1 Oral Presentation3 Lessons incorporating texts other than print
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		Third Unit – Recommended for 3rd Quarter	9th Grade: Geography and Illinois Studies
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How has the physical geography of Illinois impacted its history? 2. What were the pros and cons of statehood for the people of Illinois? 3. How did early Illinois culture change overtime? 			
Content and Concept	Common Core Standards	Activities/Projects	Assessments/Measures
<p>ILLINOIS—THE PLACE</p> <ul style="list-style-type: none"> • Physical Geography: location, regions, resources, climates • Cultural Geography: demographics, writers, artists, musicians, athletes <p>HISTORY</p> <ul style="list-style-type: none"> • Pre-Columbian • Exploration and settlement • Territorial growth • Statehood • Civil War and Reconstruction • World Wars and Great Depression • Civil Rights Movement <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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</p>	<p>Text Message Simulated Correspondence in conjunction with an Explorer and his family back home</p> <p>Image Journal in conjunction with The Secret Lives of Bee Students trace the history of their choices and challenges through a photo gallery representation</p> <p>Persuasive Multi-genre paper that discusses the challenges and choices inherent in wars</p> <p>Field Trip to a unique environment that introduces the students to a new world</p> <p>Creative Language Presentation (presentation in sign language, foreign language, mime, coded language, movement, song, etc)</p> <p>Whose Line is it Anyway Production: Student groups create a historical scene, teacher freezes the moment, other students are chosen to recreate the scene by moving the frozen characters, then the students continue to improvise the scene (teatro)</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Persuasive Writing Rubrics</p> <p>Direct Vocabulary Instruction</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>flexibly and dynamically.</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.</p> <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.</p>		
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		Fourth Unit – Recommended for 4th Quarter	9th Grade: Geography and Illinois Studies
Essential Questions:			
<ol style="list-style-type: none"> How was Chicago's development shaped by major events and change? How did people, political events, and trends shape Illinois' history? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/ Measures
<p>GOVERNMENT</p> <ul style="list-style-type: none"> Illinois Constitution Structure and functions of state government Organization of county government Functions of city government Judicial system <p>MODERN ILLINOIS</p> <ul style="list-style-type: none"> Education Economy Politics Culture <p>CURRENT EVENTS EMPHASIZED THROUGHOUT</p>	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Authentic Task: Create a newspaper dated 1971, the year when the present Illinois constitution was written. Include all contents of Newspaper</p> <p>Speech using persuasive techniques</p> <p>Poetry Video Essay: Students choose five different types of poetry that represents their community; combine them, read them, and create a video that shows images of them with symbols of their community in the future</p> <p>Advertisement for a unique product line that would improve the educational system in Illinois (create an authentic audience by having a student-wide contest)</p> <p>Letter to the Editor with cooperation of local editing staff</p> <p>Scenario Scavenger Hunt: Teacher provides students with a list of scenarios with the purpose of students choosing the best mode of communication for response. When the student uses the correct mode of communication, the next prompt is given. Once the student has achieved all prompts they receive a reward.</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Nonfiction Writing Rubrics</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Products (personal dictionary, interactive notebook, journals, etc.)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <hr/> <p>Unit Requirements:</p> <p>1 Authentic Assessment Writing Piece</p> <p>1 Oral Presentation</p>

10th GRADE: WORLD HISTORY

		First Unit – Recommended for 1 st Quarter	10th Grade: World History
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is civilization and why is it important? 2. What do lasting empires have in common? 3. How to the accomplishments of one culture help foster the growth of another? 4. How did the American and/or French Revolutions reflect Enlightenment ideas? 			
Content and Concept	Common Core Standards	Activities/Projects	Assessments/Measures
<p>REVIEW EARLY CIVILIZATION THROUGH 1750</p> <ul style="list-style-type: none"> • Geography; • Timeline • Major civilizations • Major religions <p>MUSLIM EMPIRES</p> <ul style="list-style-type: none"> • Ottoman • Safavid • Mughal <p>ASIAN EMPIRES</p> <ul style="list-style-type: none"> • Qing/Ming Empires • Feudal Japan <p>ENLIGHTENMENT THROUGH AMERICAN REVOLUTION</p> <ul style="list-style-type: none"> • Philosophers • Despots • Influence on American colonist <p>FRENCH REVOLUTION AND NAPOLEON</p> <ul style="list-style-type: none"> • Reform, Conflict, and Terror • Napoleon • Congress of Vienna 	<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and who you want to be</p> <p>Timelines, family trees, autobiographies</p> <p>Role playing, acting out historical events, rewrite dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Narrative Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

Second Unit - Recommended for 2nd Quarter

10th Grade: World History

Essential Questions:

1. What were some of the effects of the Industrial Revolution?
2. Why might growing Nationalism have posed a threat to rulers of large territories?
3. What might be some effects of Imperialism?

Content and Concept	Common Core Standards	Activities/Projects	Assessments/Measures
<p>NATIONALIST REVOLUTION SWEEPS WEST</p> <ul style="list-style-type: none"> • Latin America • Changes in Europe <p>INDUSTRIAL REVOLUTION</p> <ul style="list-style-type: none"> • Beginnings • Effects on cities • Worldwide impact <p>REFORM, ACTIVISM, AND PROGRESS</p> <ul style="list-style-type: none"> • Self rule for British colonies • New technology • Advances in science and medicine <p>AGE OF IMPERIALISM</p> <ul style="list-style-type: none"> • European imperialist • Decline of Ottoman Empire • British in India • Japanese and Chinese imperialism 	<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Writing Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Write autobiography (photo, eportfolio, paper)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>1 21st Century Skills Activity</p> <p>3 Lessons incorporating texts other than print</p>

		Third Unit – Recommended for 3rd Quarter	10th Grade: World History
Essential Questions:			
<ol style="list-style-type: none"> 1. Is fighting or war ever necessary? What is the nature of conflict? 2. How can violence be avoided (if it can)? 3. How can we learn how to operate within and with conflict? 			
Texts/Resources	Common Core Standards	Activities/Projects	Assessments/Measures
<p>THE GREAT WAR</p> <ul style="list-style-type: none"> • Causes • Political and social impact on the world <p>REVOLUTION AND NATIONALISM</p> <ul style="list-style-type: none"> • Revolution in Russia • Collapse of Chinese imperial rule • Nationalism in India and Southwest Asia <p>YEARS OF CRISIS</p> <ul style="list-style-type: none"> • Post WW I trends • Great Depression • Rise of Fascism <p>WORLD WAR II</p> <ul style="list-style-type: none"> • Causes and consequences • Holocaust 	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>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> <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.</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.</p> <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.</p>	<p>Debate Issue: Was the use of the atomic bomb necessary?</p> <p>Role playing, acting out historical scenes, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Persuasive Writing Rubrics</p> <p>Direct Vocabulary Instruction</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Write autobiography (photo, eportfolio, paper</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p>
			<p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>1 21st Century Skills Activity</p> <p>3 Lessons incorporating texts other than print</p>

		Fourth Unit – Recommended for 4th Quarter	10th Grade: World History
Essential Questions:			
1. What kinds of problems have South American countries experienced in the 20th century? 2. What challenges face newly independent countries in Africa? 3. What conditions led to conflict in the Middle East?			
Texts/Resources	Common Core Standards	Activities/Projects	Assessments/Measures
RESTRUCTURING POSTWAR WORLD <ul style="list-style-type: none"> • U.S. and Soviet split • China, Korea, and Vietnam • Thaw in Cold War COLONIES BECOME NATIONS <ul style="list-style-type: none"> • India • Southeast Asia and Africa • Middle East conflict STRUGGLE FOR DEMOCRACY <ul style="list-style-type: none"> • Latin America • Nigeria and South Africa • Collapse of Soviet Union 	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>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> <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.9-10.6. 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.</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.</p> <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.</p>	<p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out historical events, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Nonfiction Writing Rubrics</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Products (personal dictionary, interactive notebook, journals, etc.)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <hr/> <p>Unit Requirements:</p> <p>1 Authentic Assessment Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

11th GRADE: AP U.S. HISTORY

		First Unit – Recommended for 1 st Quarter	11 th Grade: AP U.S. History
<p>Essential Questions:</p> <ol style="list-style-type: none"> How did religion, trade, and politics in the colonies affect relations with Great Britain? How were the tensions between the Hamiltonians and the Jeffersonians manifested politically, economically, and diplomatically? Analyze the relative importance of economic, political, and social factors in the sectional tensions of the period. 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>EARLY COLONIAL HISTORY, 1492-1650</p> <ul style="list-style-type: none"> Spanish, French, English, & Dutch exploration (Jamestown, Plymouth) Native Americans <p>AMERICA AND THE BRITISH EMPIRE, 1650-1754</p> <ul style="list-style-type: none"> Mercantilism and growth of Slavery Social structure, culture, “new” immigrants <p>REVOLUTION, 1754-1783</p> <ul style="list-style-type: none"> Anglo-French rivalries (French and Indian War) Stamp Act, Boston Tea Party, Declaration of Independence War—French alliance, Loyalists, economy Articles of Confederation, creating state governments <p>CONSTITUTION AND THE NEW REPUBLIC, 1776-1800</p> <ul style="list-style-type: none"> Federalists v. Anti-federalists, Bill of Rights Washington as President John Adams as President, XYZ Affair, Alien and Sedition Acts <p>AGE OF JEFFERSON, 1800-1816</p> <ul style="list-style-type: none"> LA Purchase Madison War of 1812 (causes, Treaty of Ghent, New Orleans) <p>NATIONALISM AND ECONOMIC EXPANSION</p> <ul style="list-style-type: none"> Era of Good Feelings, Panic of 1819 Settlement of West, MO Compromise Foreign Affairs (Monroe Doctrine) Economic Revolution (expansion of business, cotton in South) <p>SECTIONALISM</p> <ul style="list-style-type: none"> Southern society, culture, economy, politics Northern industry, labor, urbanization Westward expansion (squatters, removal of Native Americans) <p>AGE OF JACKSON, 1828-1848</p> <ul style="list-style-type: none"> 2 party system (Democrats v. Whigs) 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p>
			<p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

<ul style="list-style-type: none"> • Nullification Crisis, Bank Crisis • Martin Van Buren and the Panic of 1837 <p>TERRITORIAL EXPANSION AND SECTIONAL CRISIS</p> <ul style="list-style-type: none"> • Manifest Destiny and Mexican War, Wilmot Proviso <p>CREATING AN AMERICAN CULTURE</p> <ul style="list-style-type: none"> • Education, nationalism, religion, reform crusades <p>THE 1850s, DECADE OF CRISIS</p> <ul style="list-style-type: none"> • Compromise of 1850, Fugitive Slave Act • KS-NE Act, Lincoln-Douglas Debates 	<p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Second Unit - Recommended for 2nd Quarter	11th Grade: AP U.S. History
Essential Questions:			
<ol style="list-style-type: none"> 1. In what ways and to what extent did the Civil War transform the economy, society, and politics of the United States? 2. What efforts were made to deal with the problems of urbanization during the Gilded Age and how successful were those efforts? 3. In what ways did the social, political, and economic involvement of government in American society change during the Progressive era? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>CIVIL WAR</p> <ul style="list-style-type: none"> • Assets of each side • Foreign affairs and diplomacy • Abolition of slavery <p>RECONSTRUCTION THROUGH 1877</p> <ul style="list-style-type: none"> • Presidential plans (Lincoln and Johnson) • Congressional plans (radical) • Compromise of 1877 and end of Reconstruction <p>NEW SOUTH AND THE LAST WEST</p> <ul style="list-style-type: none"> • Politics in the “New South” • Western railroad, mining bonanza <p>INDUSTRIALIZATION AND CORPORATIONS</p> <ul style="list-style-type: none"> • Industrial growth (railroads, oil, coal, iron, steel, electricity, banks) • Laissez-faire conservatism • Social Darwinism • Union movement <p>URBAN SOCIETY</p> <ul style="list-style-type: none"> • Lure of the city, problems in the city, and social reforms <p>INTELLECTUAL AND CULTURAL MOVEMENTS</p> <ul style="list-style-type: none"> • education and mass culture <p>NATIONAL POLITICS, THE GILDED AGE</p> <ul style="list-style-type: none"> • Conservative presidency (trusts, RR regulation, tariff controversy) • Populism, silver question <p>FOREIGN POLICY, 1865 THROUGH 1914</p> <ul style="list-style-type: none"> • Imperialism in Latin America (Spanish American War) • Far East (Open Door Policy) • Taft—dollar diplomacy; Wilson—moral diplomacy <p>PROGRESSIVE ERA</p> <ul style="list-style-type: none"> • Muckrakers • Black America (Washington, DuBois, Garvey) • Roosevelt’s Square Deal and Wilson’s New Freedom <p>THE GREAT WAR</p>	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent</p>	<p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Literature circles</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Response to literature Essay Rubrics</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Write autobiography (photo, eportfolio, paper)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p>
			<p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

<ul style="list-style-type: none"> • Neutrality □ mobilization • Wilson’s 14 Points, Treaty of Versailles, problem of ratification <p>NEW ERA—THE ROARING ‘20s</p> <ul style="list-style-type: none"> • Economic development and new cultures • Myth of isolation 	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Third Unit – Recommended for 3rd Quarter	11 th Grade: AP U.S. History
Essential Questions:			
<ol style="list-style-type: none"> How did the Great Depression and the New Deal response to it transform American politics and society? What effect did World War II have on America’s society, economy, and politics? In what ways did the Cold War continue to shape American society and politics during these decades? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>THE GREAT DEPRESSION AND THE NEW DEAL</p> <ul style="list-style-type: none"> Wall Street Crash FDR’s 100 Days racial issues (Mexican deportation) <p>DIPLOMACY IN THE 1930s</p> <ul style="list-style-type: none"> Good Neighbor Policy Aggressors: Japan, Germany, Italy Appeasement, Lend-Lease Act, Atlantic Charter <p>THE SECOND WORLD WAR</p> <ul style="list-style-type: none"> Mobilizing production, propaganda, internment of Japanese-Americans D-Day (War in Europe) War in Pacific—Hiroshima and Nagasaki Wartime conferences—Teheran, Yalta, Potsdam Postwar atmosphere—the UN <p>TRUMAN AND THE COLD WAR</p> <ul style="list-style-type: none"> Containment—Truman Doctrine, Marshall Plan, Berlin Crisis, NATO Revolution in China Korean War (MacArthur v. Truman) <p>EISENHOWER AND MODERN REPUBLICANISM</p> <ul style="list-style-type: none"> McCarthyism Brown v. Board of Education America’s homogenized society Space Race <p>KENNEDY’S NEW FRONTIER & JOHNSON’S GREAT SOCIETY</p> <ul style="list-style-type: none"> New domestic programs (tax cut, war on poverty, affirmative action) Civil Rights and Civil Liberties (African Americans) The New Left and the Counterculture Supreme Court and the Miranda v. Arizona decision Bay of Pigs, Cuban Missile Crisis Vietnam (Gulf of Tonkin) <p>NIXON</p> <ul style="list-style-type: none"> Vietnam—escalation and pull-out China—restoring relations 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would’ve responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Cultural Knowledge: oral presentation that encompasses all aspects of a culture (food, activities, behaviorisms, family, money, life views, etc.)</p> <p>Reality vs Dreams: Life Size Cardboard Cutout - one side portrays who you are and what historical figure you want to be</p> <p>Timelines, family trees, biographies</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Opinion Writing Rubrics</p> <p>Direct Vocabulary Instruction</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Ongoing Writing Portfolios</p> <p>Interim Assessments</p> <p>Write autobiography (photo, eportfolio, paper)</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <p>Interim Assessments</p> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>13 Lessons incorporating texts other than print</p>

<ul style="list-style-type: none"> • USSR—détente • Supreme Court—Roe v. Wade • Watergate crisis and Nixon’s resignation 	<p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Fourth Unit – Recommended for 4th Quarter	11th Grade: AP U.S. History
Essential Questions:			
1. To what extent were US policies and cultural values after 1981 manifestations of Reagan conservatism?			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
THE US SINCE 1974 <ul style="list-style-type: none"> • The New Right and the conservative social agenda • Ford and Rockefeller • Carter (energy, inflation, Camp David Accords, Iran hostage crisis) • Reagan (tax cuts, deficits, defense buildup, Iran-Contra Affair) • Immigration (Asian and Hispanic) • Role of African Americans in local, state, and national politics AP US HISTORY EXAM	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	AP EXAM REVIEW ACTIVITIES! Jeopardy Are You Smarter Than a 11th Grade AP US History Student Who Wants To Be A Millionaire Scavenger Hunt for AP US History Artifacts	Interim Assessments Products (personal dictionary, interactive notebook, journals, etc.) Participation AP US HISTORY EXAM
			Unit Requirements: AP US HISTORY EXAM

12th GRADE: AP GOVERNMENT

		First Unit – Recommended for 1 st Quarter	12 th Grade: AP Government
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the philosophical underpinnings of the US system of government? 2. How is the Constitution a reflection of a combination of historical, social, and political circumstances and events? 3. How did the <u>Federalist Papers</u> reflect the philosophy of creating a government capable of governing, promoting economic development, and maintaining liberty? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>CONSTITUTIONAL UNDERPINNINGS OF US GOVERNMENT</p> <ul style="list-style-type: none"> • Considerations in formulation of US Constitution • Separation of Powers • Federalism • Theories of democratic government 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>Debate: The Great Compromise</p> <p>Choose a historical figure that most resembles your personality and through multi-media presentation and explain how that character would've responded in certain situations.</p> <p>Narrative Writing Project (Dialogue Transfer): record a conversation, transcribe to dialogue verbatim then revise (edit) to create a realistic narrative dialogue</p> <p>Role playing, acting out scenes from history, write dialogue</p> <p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Second Unit - Recommended for 2nd Quarter	12 th Grade: AP Government
Essential Questions: <ol style="list-style-type: none"> 1. What are some of the characteristics of the American people and what are the implications of demographic changes? 2. What are the (generally) prevailing American political ideologies? 3. What relationships exist between government and economics? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>POLITICAL BELIEFS AND BEHAVIORS</p> <ul style="list-style-type: none"> • Citizens’ beliefs about government and their leaders • Processes by which citizens learn about politics • Nature, sources, and consequences of public opinion • Ways in which citizens vote and otherwise participate in political life • Factors that influences citizens to differ from one another in political beliefs and behaviors <p>POLITICAL PARTIES, INTEREST GROUPS, AND MASS MEDIA</p> <ul style="list-style-type: none"> • Political parties and elections: functions, organization, development, effects on the political process, electoral laws and systems • Interest groups, including PACs: range of interests represented, activities of interest groups, effects of interest groups on political process, characteristics and roles of PACs in political process • Mass media: functions and structures of media, impacts of media on politics 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent</p>	<p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p> <hr/> <p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Third Unit – Recommended for 3rd Quarter	12 th Grade: AP Government
<p>Essential Questions:</p> <ol style="list-style-type: none"> Has the bureaucracy become too large or is it necessary to successfully carry out the laws of a complex society? What is the role of the federal bureaucracy in implementing, managing and evaluating federal policy? How does the government develop, implement and evaluate public policy? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>INSTITUTIONS OF NATIONAL GOVERNMENT: CONGRESS, PRESIDENCY, BUREAUCRACY, AND FEDERAL COURTS</p> <ul style="list-style-type: none"> Major formal and informal institutional arrangements of power Relationships among these four institutions, and varying balances of power Linkages between institutions and the following: public opinion and voters, interest groups, political parties, the media, subnational governments <p>PUBLIC POLICY</p> <ul style="list-style-type: none"> Policy making in a federal system Formation of policy agendas Role of institutions in the enactment of policy Role of bureaucracy and the courts in policy implementation and interpretation Linkages between policy processes and the following: political institutions and federalism, political parties, interest groups, public opinion, elections, policy networks 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary,</p>	<p>P.O.I (presentation of issues)</p> <p>D.O.L (quote journals)</p> <p>Independent Reading with logs or journals</p> <p>Anticipation Guides</p> <p>K-W-L Chart</p> <p>Simulations</p> <p>Personal Ads</p> <p>Image Writing</p> <p>Video Essay</p> <p>Question/Answer Relationships (Blooms Taxonomy)</p> <p>Wikis and Blogs</p> <p>Classroom Forums</p>	<p>Interim Assessments</p> <p>Ongoing Writing Portfolios</p> <p>Formative Assessments: Quizzes, Tests</p> <p>Participation</p> <p>Oral Presentations using multi-media</p> <p>Publishing (web pages, authentic tasks with authentic audiences)</p>
			<p>Unit Requirements:</p> <p>1 Long Writing Piece</p> <p>1 Oral Presentation</p> <p>3 Lessons incorporating texts other than print</p>

	<p>into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.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>WHST.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>WHST.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>WHST.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 specific 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>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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		Fourth Unit – Recommended for 4th Quarter	12 th Grade: AP Government
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why did the road to equality for all Americans take so long to achieve? 2. Explain the origins and development of the civil rights movement; how did the diverse disadvantaged minority groups within American society learn from, and react to each other, in their quest for legal equality. 3. Have social action programs and civil rights legislation effectively reduced discrimination and achieved equity in American Society? If not, what groups continue to struggle for legal equality? 			
Content and Concepts	Common Core Standards	Activities/Projects	Assessments/Measures
<p>CIVIL RIGHTS AND CIVIL LIBERTIES</p> <ul style="list-style-type: none"> • The development of civil liberties and civil rights by judicial interpretation • Knowledge of substantive rights and liberties • Impact of the 14th Amendment on the constitutional development of rights and liberties 	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>AP EXAM REVIEW ACTIVITIES!</p> <p>Jeopardy</p> <p>Are You Smarter Than a 11th Grade AP US History Student</p> <p>Who Wants To Be A Millionaire</p> <p>Scavenger Hunt for AP US History Artifacts</p>	<p>Interim Assessments</p> <p>Products (personal dictionary, interactive notebook, journals, etc.)</p> <p>Participation</p> <p>AP US HISTORY EXAM</p>
			<p>Unit Requirements:</p> <p>AP US HISTORY EXAM</p>

Timeline for Curriculum Development and Professional Development

2013

October 2013 – CPS Board approval of AHS PASSAGES COLLEGE PREP proposal

November/December 2012 – AQS works with Illinois Math and Science Academy (IMSA) Problem-Based (PBL) Professional Development to plan and structure PBL for Core Courses of Math, Science, Language Arts, and Social Studies for four year high school sequence.

2014

January 2014 – December 2014 –

- 1) AQS Regional Academic Officers and administrators attend IMSA PBL workshops (See Appendix__ for IMSA PBL Training)
- 2) AQS staff prepares PBL curriculum materials for core courses
- 3) AQS identifies specialized adjunct faculty to develop PBL materials for select elective courses.

2015

March 2015 – School principal identified and attends IMSA PBL training

April 2015 – Key AHS PASSAGES COLLEGE PREP academic administrators identified and attend IMSA PBL training

May 2015 – Core Subject Department Heads identified and attend AQS led training on PBL and Paideia Teaching strategies

June 2015 – freshman and sophomore Teaching Staff in Core subjects identified and receive AQS led training in PBL and Paideia Teaching strategies

June/July 2015 – Course syllabus created for freshman and sophomore core classes. Training session delivered by AQS

August 2015 – Orientation and Professional Development for full-time faculty and part-time adjunct faculty on topics such as:

- a) Mentoring students
- b) Classroom Management
- c) The Research and Writing Requirements and Process of the AHS PASSAGES

COLLEGE PREP

Mid-August 2015 –School Opens

September 2015 – All AHS PASSAGES COLLEGE PREP faculty and administration – Interpreting base-line data and planning appropriate student work and classroom strategies

October 2014 – Individual Department professional development – Effective Teaching and assessment in the particular discipline

November 2015 – Review of video of AHS PASSAGES COLLEGE PREP teaching with discussion of fellow faculty as “critical friends”

January 2016 – Assessing Quarter I data from Core Course Student Performance with strategies for any needed curriculum and/or teaching adjustments

February 2016 – Strategies for effectively preparing students for the ACT

March 2016 – Evaluating the Student “Competencies” portfolio

April 2016 – Assessing Quarter II academic data by discipline with strategies for any necessary curriculum and/or teaching strategies

May 2016 – Analysis of student data from the counseling/student services area with plans for addressing key issues

June 2016 – Assessing Quarter III academic data with plans for any necessary changes for the 2016-2017 school year. Evaluation of past years professional development agenda.



AQS College Course Catalog

2013-2014 Academic Year

The AQS College was created to provide practical and effective training to our administrators and staff in best practices, teaching of students, and the day-to-day operation of our schools. The College is integrated into the Wednesday afternoon PD's for our teachers throughout the school year. As one of the programs offered by American Quality Schools, we provide high quality professional development for faculty, staff, and administrators of AQS managed elementary and high schools.

The College's role is to ensure we provide teachers and staff members with essential programming as it relates to preparing them for "growing" our students academically and honing their social-emotional skills. There are four areas that will be the foundation of the AQS College. The following areas are our focus:

1. Planning & Preparation
2. Instruction
3. Classroom Management
4. Professional Responsibilities

AQS College is rooted in CONTEXT, PROCESS, and CONTENT STANDARDS: Staff development that improves the learning of all students

"Results-driven education for students requires results-driven staff development for adults." – Author unknown

CONTEXT STANDARDS

- Organizes adults into learning communities whose goals are aligned with those of the school and Charter Management Organization. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

PROCESS STANDARDS

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (collaboration)

CONTENT STANDARDS

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality teaching)
- Provides educators with the knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

COURSE OFFERINGS

Problem-based Learning

This workshop will introduce problem-based learning as an effective instructional strategy; defining its theory and practice. The workshop will also discuss and show participants how to create a problem-based unit of instruction and provide example units and lessons to take with them to their classrooms. A majority of the workshop will be devoted to small group work and collaboration.

Project-based Learning

This workshop will introduce project-based learning as an effective instructional strategy; defining its theory and practice. The workshop will also discuss and show participants how to create a project-based unit of instruction and provide example units and lessons to take with them to their classrooms. A majority of the workshop will be devoted to small group work and collaboration.

Place-based Learning

This workshop will introduce place-based learning as an effective instructional strategy; defining its theory and practice. The workshop will also discuss and show participants how to create a place-based unit of instruction and provide example units and lessons to take with them to their classrooms. A majority of the workshop will be devoted to small group work and collaboration.

Play-based Learning

This workshop will introduce play-based learning as an effective instructional strategy; defining its theory and practice. The workshop will also discuss and show participants how to create a play-based unit of instruction and provide example units and lessons to take with them to their classrooms. A majority of the workshop will be devoted to small group work and collaboration.

Paideia Strategies

This workshop will introduce the theory, structure, and application of the three components of the Paideia teaching strategies: A) the effective, structured lecture, B) teacher coaching, and C) Socratic discussion. The workshop will focus on instructor and class participant involvement in all three components with a “critical friends” approach for evaluation and improvement.

Classroom Management

Being an effective teacher is more than just knowing the content you are going to teach. Learn effective ways to design your classroom environment to meet the needs of students and keep your sanity.

PBIS

This workshop focuses on behavioral supports and interventions faculty and staff can use to create a positive environment for teaching and learning and includes strategies for use in schools, classrooms, and with individual students.

Differentiation

Differentiation is the latest educational buzz word. What does it really mean and how can you effectively differentiate without making 20 different instructional plans? Learn quick effective systems to get students involved and set up a wide variety of learning opportunities for students that will challenge their learning.

COURSE YEARLY CALENDAR ON THE FOLLOWING PAGE

School	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Plato	Prb/16	Place/6	Play/4	Paideia/8	Class Mngt/5	PBIS/5	Diff/2	Place/7
Passages	Project/16	Prb/6	Place/4	Play/8	Paideia/5	Class Mngt/5	Diff/2	PBIS/7
ECEUA	Play/16	Project/6	Prb/4	Place/8	Paideia/5	Class Mngt/5	Diff/2	PBIS/7
TBLA EL	Paideia/23	Play/13	Project/11	Prb/15	Place/12	Class Mngt/12	Diff/9	PBIS/14
TBLA HS	Class Mngt/23	Paideia/13	Play/11	Project/15	Prb/12	Place/12	PBIS/9	Diff/14
Xavier	Diff/23	Class Mngt/13	Paideia/11	Play/15	Project/12	Prb/12	Place/9	PBIS/14
Discover	PBIS/30	Diff/20	Class Mngt/18	Paideia/22	Play/19	Project/19	Prb/16	Place/21
TMLA	Place/30	PBIS/20	Diff/18	Class Mngt/22	Paideia/19	Play/19	Project/16	Prb/21
Carondelet	Prb/30	Place/20	PBIS/18	Diff/22	Class Mngt/19	Paideia/19	Play/16	Project/21

JWCPA Teacher Induction 2014-2015

Meetings will be led By: Director Of Curriculum & Instruction

Meeting Dates: TBD

Meeting Topics:

August Meeting 1: *Welcome to JWCPA!*

- Share professional philosophies & goals
- Discuss the general philosophy of the school (mission statement; academic reading goals, teaching framework/evaluation, etc)
- Establish expectation, relationship, and commitment to ongoing open communication & feedback
- Explain classroom responsibilities and procedures/routines, and the role teacher is expected to take toward the implementation of those goals
- Discuss professional expectations such as appropriate attire, school policies, and procedures
- Discuss & reflect upon each others' expectations for this (teaching) experience in order to provide a foundation for building a professional working relationship
- Give a list of *directed observations* to make during the initial days of school (and schedule specific times for the observations)
- Tour of the school building/facilities and introduce to staff

September Meeting 2: *Planning & Preparation (Domain 1)*

- Share & discuss weekly lesson plan format and expectations for each section of the plan (Essential Q's, Enduring Understandings, Objectives, Activities, Hmwk, Assessment, Reflection)
- Discuss the thinking behind all planning for instruction. (How are objectives determined? Why are specific activities selected? How do you assess student learning?)
- Review and critique lesson plan for this (or last) week.
- Reflect on the effectiveness of daily/weekly lesson plans from last week.
- Show how to modify plans in order to provide for the needs of ALL students.
- Discuss how to provide for a variety of learning styles when planning for instruction.
- Share ideas for integrating content areas
- Assist with modifying/revising plans as appropriate
- Discuss outcomes for student learning/Explain performance expectations for ALL students.

October Meeting 3: *The Classroom Environment/Classroom Management (Domain 2)*

- Discuss proactive classroom management techniques (& PBIS)
- Share a plan for management and discipline (Danielson Domain 2a-d) and explain the rationale behind it
- Review signature strategy clips from Teach Like a Champion: Threshold; 100%; Cold Calling and discuss strategies as well as correlation with Danielson's framework
- Furnish a copy of discipline procedures & consequences
- Model techniques of management and discipline
- Discuss teachers' current management techniques and expectations for student engagement/learning
- Reflect on the effectiveness of the techniques
- Discuss alternative techniques and ideas for management
- Observe the teacher implementation of the management strategies that were discussed

November Meeting 4: *Instruction (Domain 3)*

- Using Teach Like a Champion (& the Virginia DOE) view modeled instructional techniques and strategies for individual, small group, and whole group class instruction that: address a variety of learning styles, demonstrate integration of subject matter, reflect a multicultural approach, utilize technology, create a positive classroom climate
- Discuss instructional delivery (that teachers observed) and provide the opportunity for questions. Reflect on the observed instruction.
- Share favorite time-tested teaching ideas and suggestions for 1st Year Teachers
- Provide/schedule opportunities for teachers to observe in effective classrooms
- Observe teachers delivering instruction and provide formative feedback in order to highlight specifics of teaching effectiveness and identify areas for upgrade

December Meeting 5: *Assessment (Domain 3)*

- Review/familiarize teachers with various methods and tools used in diagnostic evaluation
- Discuss how to use test results as an effective teaching tool
- Assist teachers in writing and administering teacher-created assessments/benchmarks
- Discuss informal methods of assessment that determine student learning (ie. observation, charting, etc.)
- Discuss grading policies, grade recording procedures, and procedures for collecting formal and anecdotal information
- Discuss report card grades and comments. Give and discuss examples of “good” and “bad” comments

- Provide opportunities for reflection on teachers' effectiveness in assessment of learning

January Meeting 5: Professional Responsibilities (Domain 4)

- Review & discuss Danielson's Professional Responsibilities Domain 4 a-d
- Scan the language used to describe each level of performance, identify key word, and provide example of what it looks like in the classroom, etc.
- Issue Mentor Meeting Evaluation/Survey to teachers in order to provide feedback to the Director & DCI regarding upcoming meeting topics/areas of concern

******* Admin Team will meet to review feedback surveys and discuss/determine the areas of concern for Feb-May meetings.***



**Asian Human Services
Passages College Prep Academy
Managed by American Quality Schools
1643 W. Bryn Mawr Avenue, Chicago, IL 60660,
Ph: 773-433-3530 Fx: 773-769-3229**

Principal
Assistant Principal
Assistant Principal

Dean of Students
Case Manager
School Counselor

Student Enrollment Application: 2014-2015 School Year

STUDENT INFORMATION

Student's Last Name _____ First Name _____ M _____

Address: _____

Telephone: _____

Grade applying to: 9 10 11 12

Student's Sex: Male Female

Student's Birth Date: mm/dd/yyyy _____

Student's Birthplace: City: _____ State/Country: _____

Racial/Ethnic Identification: 1 White/Non Hispanic Country: _____

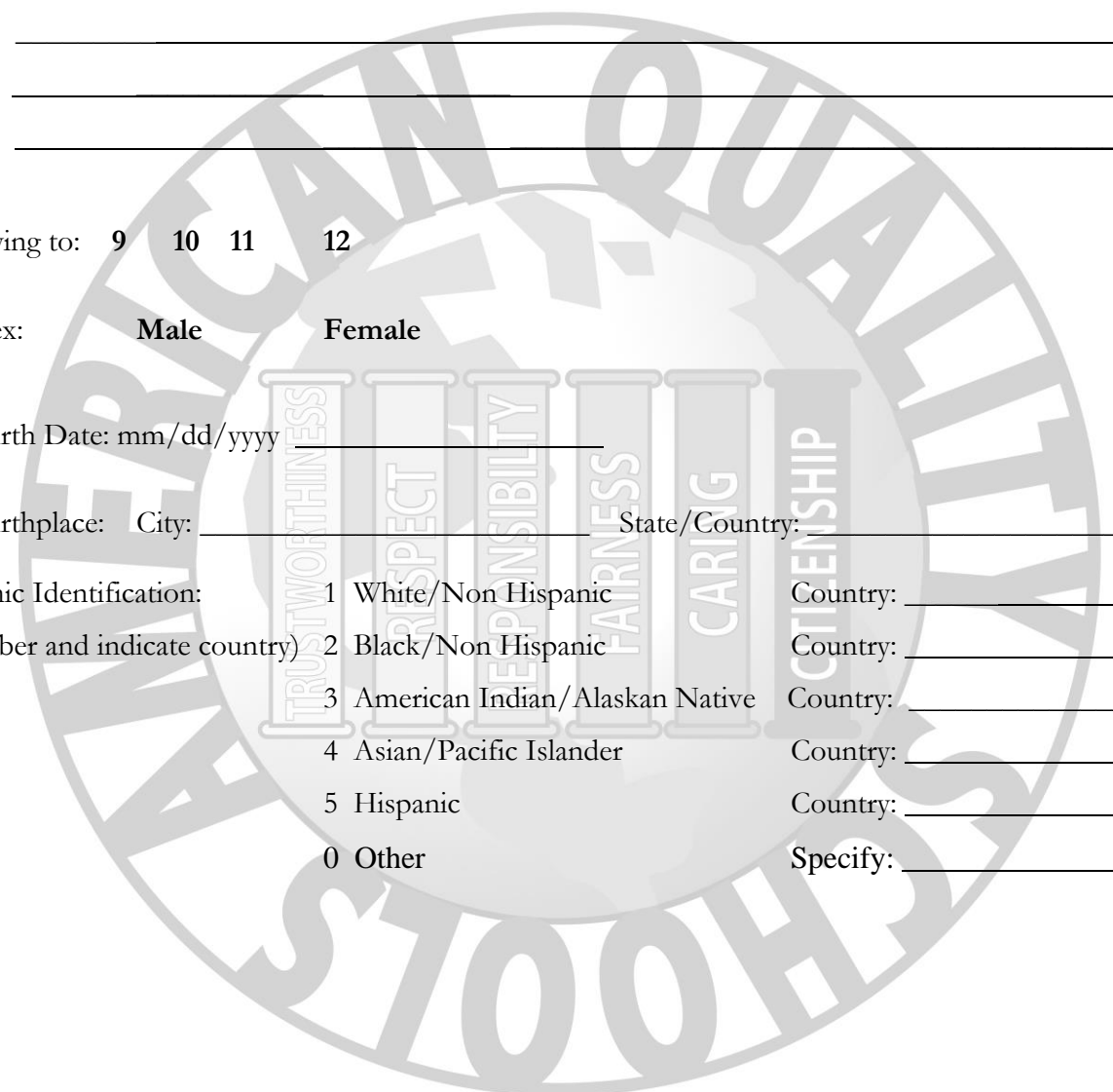
(Circle number and indicate country) 2 Black/Non Hispanic Country: _____

3 American Indian/Alaskan Native Country: _____

4 Asian/Pacific Islander Country: _____

5 Hispanic Country: _____

0 Other Specify: _____



2014-2015 School Year

PREVIOUS EDUCATIONAL EXPERIENCE

**Note—this information is not used as a means of selection and will not affect a student's chances for admission*

Last school attended: _____

Address: _____

Phone: _____

Type of school:	1	No Prior School	5	Illinois Private (not Chicago)
(Circle number/type)	2	Chicago Public	6	US Public (not Illinois)
	3	Chicago Private	7	US Private (not Illinois)
	4	Illinois Public (not Chicago)	8	Outside of US

PARENT/GUARDIAN INFORMATION

Biological Mother's Name: _____ Mother's birthplace: _____

If different from student:

Mother's home address: _____

Mother's phone number: _____

Mother's email address: _____

Active member of the U.S. Armed Forces: Yes No

Biological Father's Name: _____ Father's birthplace: _____

If different from student:

Father's home address: _____

Father's phone number: _____

Father's email address: _____

Active member of the U.S. Armed Forces: Yes No

Name of student's Legal Guardian: _____

Guardian's relationship to student: _____

If different from student:

Guardian's home address: _____

Guardian's phone numbers: _____

SIBLING INFORMATION

Siblings who are currently students at Passages: _____
(Name and Grade) _____

Siblings applying for enrollment: _____
(Name and Grade) _____

Parent/Guardian's Name: _____ Relationship to Student: _____

Parent/Guardian's Signature: _____ Date: _____

THANK YOU FOR APPLYING TO PASSAGES CHARTER SCHOOL!

To be filled out by School Personnel:

Date/Time Application Received: _____ Initials: _____

Asian Human Services, Inc.

Schedule of Meetings of the Passages Education Committee

July 2013 - June 2014

Time: 5 pm

Place: Passages Charter School
1643 West Bryn Mawr
Chicago, IL 60660

1. Wednesday, August 21
2. Wednesday, October 16
3. Wednesday, November 13
4. Wednesday, January 15
5. Wednesday, February 12
6. Wednesday, March 19
7. Wednesday, April 16
8. Wednesday, May 21
9. Wednesday, June 18

Updated: 6/17/13



**Asian Human Services
Passages Charter School
Managed by American Quality Schools
1643 W. Bryn Mawr Avenue, Chicago, IL 60660, 773.433.3530**

BYLAWS OF ASIAN HUMAN SERVICES PASSAGES CHARTER SCHOOL

ARTICLE I

NAME

The name of the Corporation is the Asian Human Services Passages Charter School (hereinafter the "Corporation").

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Asian Human Services Passages Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To make rules and regulations.
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not less than 7 nor more than 11. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

In addition to other candidates, the Board will consider the following nominees:

- a. A parent of an active AHS Passages Charter School student
3. Term of Office.
 - a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
 - b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a Parent of the AHS Passages Charter School shall be one (1) year.
 - c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the AHS Passages Charter School Charter or the Bylaws or other Board action.
 - e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the AHS Passages Charter School Charter or the Bylaws or other Board action.
4. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- a. Removal of Trustees. The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.
 - b. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
 - c. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
 - d. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

MEETINGS OF THE BOARD

- A. Place of Meetings. Board Meetings shall be held at the Corporation's location or at any other reasonably convenient place as the Board may designate.
- B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- C. Regular Meetings. Regular Meetings shall be held at various times within the year as the Board determines, but no less than three times a year.
- D. Special Meetings. A Special Meeting shall be held at any time called by the Chair or by any Trustee upon written demand of not less than one-fifth of the entire Board or three Trustees, whichever is less.

- E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

ARTICLE V

ACTION BY THE BOARD

- A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.
- B. Action by the Board.
1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- C. Committees.
2. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Board, except that any Executive Committee appointed hereunder must consist of at least five Trustees.
 - a. Finance Committee: Approves and reviews the corporations monthly and yearly budgets
 - b. Curriculum Committee: Consults with EMO and school leadership to improve instructional strategies and student achievement
 - c. Facilities Committee: Works closely with EMO to ensure the efficacy of all aspects of the school's facilities operation
 3. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - a. The election of Trustees;
 - b. Filling vacancies on the Board or any committee which has the authority of the Board;
 - c. The amendment or repeal of Bylaws or the adoption of new
 - d. The appointment of other committees of the Board, or the members of the committees.
 - e. The amendment or repeal of any resolution of the Board.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
 2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:
1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

- G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board. Moreover, any AHS Passages Community Charter School Faculty may be disciplined, including immediate dismissal, if Board information is disclosed without the Chair's prior approval relating to discussions and votes which take place at any properly held Executive Session of the Board.

ARTICLE VI

OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "Chair"), Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers, as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE VIII

INDEMNIFICATION OF CORPORATE AGENTS

The AHS Passages Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care. A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE XI

OTHER PROVISIONS

- A. Fiscal Year. The fiscal year of the Corporation begins on July 1st of each year and ends on June 30th.
- B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.
- D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words

in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for conveniences of reference only are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.
3. Interpretation of Charter . Whenever any provision of the Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, materials amendments being subject to the approval of the Board of Trustees or its designee.



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

Section 3.2a
Attachment 21

In reply refer to: 0248674159
Mar. 07, 2011 LTR 4168C E0
36-3005889 000000 00

00015652
BODC: TE

ASIAN HUMAN SERVICES OF CHICAGO INC
4753 N BROADWAY ST STE 700
CHICAGO IL 60640-4995

038367

Employer Identification Number: 36-3005889
Person to Contact: Ms. Ozepy
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Feb. 24, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(03) of the Internal Revenue Code in a determination letter issued in April 1979.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

Mar. 07, 2011 LTR 4168C E0

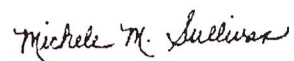
36-3005889 000000 00

00015653

ASIAN HUMAN SERVICES OF CHICAGO INC
4753 N BROADWAY ST STE 700
CHICAGO IL 60640-4995

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,



Rosemary L. Miller, Operations Mgr.
Accounts Management Oper. 1

INTERNAL REVENUE SERVICE
District Director

DEPARTMENT OF THE TREASURY
1100 Commerce St., Dallas, TX 75242

ASIAN HUMAN SERVICES OF CHICAGO INC
4753 N BROADWAY 6TH FLOOR
CHICAGO, IL 60640-4907

Person to Contact:
Customer Service Division

Telephone Number:
1-800-829-1040

Refer Reply to:
Mail Code 4940 DAL

Date: March 30, 1998

EIN: 36-3005889

Dear Sir or Madam:

Our records show that the Asian Human Services of Chicago, Inc is exempt from federal income Tax under section 501(c)(3) of the Internal Revenue Code. This exemption was granted May 1978 and remains in full force and effect. Contributions to your organization are deductible in the manner and to the extent provided by section 170 of the code.

We have classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Internal Revenue Code because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

If we may be of further assistance, please contact the person whose name and telephone number are shown above.

Sincerely,



A. Sutherland
Chief, Quality Review

Resume**ASHRAF ALI**

Mr. Ashraf Ali, naturalized US citizen from Bangladesh, is currently President of the Development Corporation of America. Previously from 1965-1977 he was employed as a Senior Engineer with the prestigious architectural firm of Skidmore, Owings & Merrill. During his tenure with the firm he distinguished himself through accomplishments on a number of famous Chicago buildings, including the John Hancock Center and the world renowned Sear's Tower.

At the present time, Mr. Ali is the Chair of the Passages Education Committee. He is also a member of the Board of Directors of Asian Human Services (AHS), Inc. and the AHS Family Health Center. As the longest serving Board member of AHS, Mr. Ali was past President for two terms and Chairman of the Finance Committee of the Board. He played a significant role in the creation of Passages Charter School and has served on the Passages Education Committee since the inception of the school in 2001.

Mr. Ali has served as the President of the Bangladesh Association of Chicagoland and as Secretary of the Muslim Community Center. He maintains a very active level of involvement and engagement with the Asian American community through social activities and participation in a number of non-profit organizations.

With a history of service to the city of Chicago, Mr. Ali has received many awards for his civic work and contributions over the past 30 years. Some of his notable awards include recognition from the Department of Human Services, City of Chicago and Certificate of Merit & Leadership from the City in 1992 and 1993. Additionally, in 1994 he was presented an Honorary Life Membership by the Bangladesh Association of Chicagoland. In 1995 he received the Asian American Coalition Award for Outstanding and dedicated Services to the General Welfare of the Asian American Community in Illinois.

JOHN J. HRISNEY

Mr. Hrisney is a retired principal from Arthur Anderson & Co. He graduated from DePaul University in 1967 with a Bachelor of Science in Accounting and joined Arthur Andersen & Co at that time. For the next eleven years he worked in the audit division with clients varying from Fortune 500 companies to small business. Mr. Hrisney also has experience with several non-profits organizations. In 1978, he transferred into the education division with responsibilities for various course development and conduct projects. In his last position he was responsible for the training program for all of Arthur Andersen's new hires throughout the world. This involved approximately 3000 students, 500-700 faculty, and approximately 10 locations throughout the world each year. Mr. Hrisney retired in 1987.

Since his retirement, Mr. Hrisney has been managing his personal investments and served on several not-for-profit boards. He has served on the United Way boards at various levels, including Metropolitan Chicago, Suburban Chicago, and local boards in the southern suburbs. Mr. Hrisney was a committee chair on these boards including finance, budget and allocations, and resource development. In this capacity he was consulted with many agencies, on a pro bono basis, many of which were in a financial difficulty.

Mr. Hrisney is currently on the South/Southwest Suburban Chicago United Way Board and serves as its treasurer and a finance chairman. He is also on the board of Asian Human Services and is past president and current treasurer. Asian Human Services has numerous programs including a medical clinic, a charter school, a mental health program, an employment program, child care, and many others. It specializes in providing assistance to immigrants and refugees. Asian Human Services has grown significantly throughout the last ten years. Mr. Hrisney is the treasurer of the Passages Education Committee.

Mr. Hrisney enjoys traveling, sports, and theater. He resides in the Chicago suburbs.



ASIAN HUMAN SERVICES

AHS Board of Directors *

CONFLICT OF INTEREST POLICY

ARTICLE V, SECTION 14 of the By-Laws of Asian Human Services of Chicago, Inc. (AHS) Provides as follows:

“No Director may engage in any business with AHS. Should a Director have a Financial interest in an item under consideration by the Board, that Director Must identify that interest and may not vote on such item.”

The provision places the direct duty on all Directors to identify any interest which the Director May have in any item under consideration by the Board, and compels the Director not to do business with AHS.

I, *(print name)* _____ a member of the Board of Directors of Asian Human Services of Chicago, Inc. (AHS) state that I will disclose and identify any economic, financial, or related interest in any item to be brought before the Board of Directors prior to its consideration or vote by the Board. I further state that I have no hidden or secret interest other than what has been revealed to the Board in items to be considered by the Board.

(Signature)

Member of the Board of Directors
Asian Human Services, Inc.

Dated _____

- The same policy applies to members of the Passages Education Committee

AHSPCPA School Board Selection and Criteria

Asian Human Services is the holder of the current Passages Elementary School charter since the organization is involved in a variety of human and social service projects, it has created a board which exclusively oversees matters pertaining to the school. There are some individuals who sit on both the AHS board and the Passages board to insure smooth communication and coordination. Thus the designated school board has ample time and focus regarding all school operations, including the proposed addition of the high school.

AHSPCPA School Board Orientation and Training

Categories of Training

A – Legal Aspects

1. The State Charter School Law.
2. The legal requirements and limitations of authority of charter school boards.
3. Identifying and responding to potential legal issues and challenges.
4. Board and Personal liability as board members.

B – The Process of School Board Meetings and Actions

1. Posting of legal notice of board meetings
2. Conducting The Board Meeting
 - a) Selection of officers
 - b) Rules of conduct
 - c) Public participation
 - d) Voting and official action
 - e) Record of transactions and the open meeting requirement as well as the Freedom of Information regulations
3. The School Policy Process
 - a) Defining a school “policy”
 - b) The process of policy analysis
 - c) The dissemination and enforcement of board policies

C- The School Board and EMO Relationship

1. Defining the role of the EMO and School Board
2. Areas of overlap and process of resolution
3. Issues of “Micromanagement” by School Boards
4. The creation of the School Board and EMO “partnership”
5. Communication issues and requirements between the school board and the EMO
6. The structure of the joint board and EMO responsibility to select the school principal
7. Monitoring and compliance with the board and EMO legal contractual relationship

D – School Finance, Budgeting, Reporting and Audits

1. The state school finance process.
2. The joint board and EMO yearly budgeting process
3. Monthly financial reports to the school board
4. The audit requirements of the charter authorizer and the state

E – School Building Facilities

1. Definition of responsibilities regarding school building cleaning, maintenance, and repairs between the charter holder (board) and the EMO
2. Definition of responsibilities regarding payment of school building concerns such as rent, heat, utilities, information technology installation and maintenance, telephones

F – School Academics and Student Achievement

1. Mission and purpose of the school
2. The rationale for the school curriculum
3. The rationale for the teaching strategies
4. Understanding student assessments through local and state testing requirements
5. Establishing the yardstick for school academic “success”

G – School and Community Relations

1. Successfully including, training, and working with parents
2. Keeping connections with charter school authorizers
3. Assembling data to present to various constituencies regarding school success
4. Public and media relations
5. Working with local political officials at the city and state levels
6. Strategies for school fund-raising through local, state, federal and private foundations and organizations

AGREEMENT BETWEEN
THE ASIAN HUMAN SERVICES, INC.
AND
THE AMERICAN QUALITY SCHOOLS CORPORATION

THIS AGREEMENT (the "Agreement") is executed and effective as of July 1, 2013, by and between The American Quality Schools Corporation, an Illinois not-for-profit corporation ("AQS"), and the Asian Human Services, Inc. (AHS), an Illinois not-for-profit Corporation, exempt from tax under I.R.S. 501(c)(3).

1. Term. The term of this Agreement ("Term") shall commence on July 1, 2013 and end on June 30, 2018, unless terminated earlier in accordance with the terms and conditions set forth herein. The Term shall include five (5) school years, each commencing on or about August 15 and ending on or about the following June 30. However, notwithstanding the foregoing, in no event shall the Term extend beyond the term of the Charter granted to Asian Human Services Corporation, as it may be extended from time to time.

2. AHS CHARTER SCHOOL

a. Authorization. AHS has been granted a charter by Chicago Public Schools dated February 27, 2013 (the "Charter" which term shall include the Charter and all Schedules thereto) to organize and operate a charter school in Chicago, Illinois, AHS/Passages Charter School ("Passages"), pursuant to Illinois Charter Schools Law. AHS is governed by a Board of Directors (the "Board") which is responsible for overseeing the operations of AHS and Passages. AQS shall provide the services contemplated by this Agreement to AHS subject to AHS's direction, oversight, and policies, and the requirements of the Charter, and the Charter Schools Law, to the extent applicable to such services. Nothing in this Agreement shall be construed to interfere with AHS's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of Passages. Furthermore, AHS is deemed hereunder to retain the right to exercise its judgment in accepting or rejecting AQS's recommendations for policy, strategic planning, budgeting, and the educational program. AHS hereby agrees to consult with AQS before it agrees to any Charter amendment that materially affects AQS.

b. Charter. AQS hereby expressly acknowledges that this Agreement is subject to the terms of the Charter and the Charter Schools Law. The Charter is hereby incorporated by reference as Exhibit A, and AQS agrees to comply with its terms and with all federal and state laws applicable to Charter Schools. Notwithstanding anything to the contrary contained herein, to the extent any provision of this Agreement is in conflict with the Charter, or with applicable law, the Charter, or applicable law shall supersede this Agreement, as the case may be.

c. Contractual Relationship. AHS is authorized under the Charter and by law, to organize and operate a public charter school, and is vested with all powers necessary or desirable for carrying out its program, including but not limited to

the power to contract for the services, equipment, and educational programs to be supplied by AQS. Acting under and in the exercise of such authority, AHS hereby contracts with AQS, to the extent permitted by law, for the provision of educational services and the management and operation of the School, subject to the terms and conditions set forth in this Agreement and the Charter, and further subject to the overall oversight, monitoring, and supervision of AHS. By this Agreement, AHS and AQS intend to work together to promote, manage and operate Passages.

d. Authority. AQS, in performing its duties and obligations under this Agreement, shall have power and authority, consistent with federal and state law and subject to the other terms and conditions of the Agreement and the overall oversight, monitoring and supervision of AHS, to take such actions as may be necessary or desirable to properly and efficiently operate Passages on behalf of AHS.

e. Cost of Operating the School. AQS shall have no direct responsibility for the expenses of operating Passages. AHS hereby agrees that it shall be responsible for all such expenses. However, to the extent agreed hereunder, AQS shall pay Passages' expenses, on behalf of AHS, out of Operating Funds as provided in Section 9 of this Agreement.

f. School Name. AHS shall have the sole authority to name the School. The School shall be known as the Asian Human Services Passages Charter School.

g. Passages' History/Purpose. Passages opened in the 2001-2002 academic year. The purpose of Passages is to provide parents and children in Chicago, Illinois with a high quality academic option within the public schools. The goal of Passages is to create a school based on a rigorous curriculum that will allow children to succeed in high school and beyond. Consistent with AHS' mission, Passages seeks to be a school which focuses specifically on the learning needs of immigrant and refugee students and their families through the provision of a quality educational program, and integrated social services. AQS agrees to operate Passages in a manner which is consistent with the purpose and goals set forth in this Section, the Mission and Belief Statement and the Educational Goals set forth in the Charter, and the Mission set forth below.

h. Passages' Mission. The mission of Passages is to provide immigrant and refugee children and their families educational programming geared toward high achievement standards and the needs of immigrant learners through a full-service school offering comprehensive social support services and an educational environment built upon parental and community involvement. ("Mission").

i. Admissions. Admission to Passages shall be open to all Chicago, Illinois residents in accordance with the Charter Schools Law. The marketing emphasis of Passages will focus on the diverse population of children of the City

of Chicago. AQS and AHS agree that Passages will engage in no policies which discriminate against students on account of race, gender, religion, national origin, ancestry or color.

j. Recruitment and Marketing. AQS will conduct the recruitment campaign for Passages, in accordance with the Charter, with the assistance of AHS. Marketing and advertising materials shall meet the branding guidelines established by AHS.

3. AHS Responsibilities.

a. School Facilities. AQS shall provide the services contemplated by this Agreement currently at property located at 1643 W. Bryn Mawr, Chicago, IL (the "School Facilities"), which is owned the Archdiocese of Chicago and leased by AHS under the terms and provisions of the Lease, attached hereto as Exhibit B. AHS shall use to its best efforts to ensure that the School Facilities are suitable and appropriate for use as a school by the student population to be served at the site, and that such facilities are in compliance with all federal, state and local fire, safety, and building codes and requirements applicable to School Facilities, including, to the extent applicable to Passages Facilities, the abatement of environmental hazards and the requirements of the Americans with Disabilities Act. AHS shall use its best efforts to see that School Facilities are kept in good condition and repair for their intended use. AHS shall ensure that it complies with its obligations under the Lease. All ADA and non-ADA construction/maintenance to the School Facilities, most of which is required by CPS, will be paid for through Operating Funds (*see* 9.c. below), and all construction will be supervised by AHS.

b. Furniture and Fixtures. Although AHS shall retain legal possession of and access to School Facilities at all times, AQS may enter School Facilities to meet its obligations hereunder and may use the desks and other furniture, furnishings and other personal property included with and located at School Facilities to educate students at the School.

c. AHS' Duties. In entering into this Agreement, AHS retains AQS to manage and operate Passages. Nevertheless, AHS desires to retain certain duties with respect to the promotion and operation of Passages, to the extent such duties do not conflict with AQS's duties under this Agreement. AQS and AHS agree that AHS's retained duties with respect to Passages shall include: (1) public relations, advocacy,, and other consultative services, carried out for various beneficial purposes including community promotion, increasing student enrollment, obtaining additional sources of funding, etc. (2) community outreach and recruitment, (3) assistance with identifying foundation and other public grants (4) coordination/integration of all other community services offered by AHS for the benefit of AHS students and parents, (5) coordination/provision of mental health/social services to the students of Passages through the community mental

health services offered by AHS, (7) clinical services offered by the Family Health Center such as nursing and other medical services, (8) to the extent desired by AQS, accounting services, (9) to the extent desired by AQS, information technology services, and (10) oversight/review, overall policy setting, strategic planning, budgeting, and supervision of Passages to ensure financial viability, a quality education for all Passages students, and compliance with its duties as a charter holder and responsibilities under the Illinois Charter Schools Law and consistent with AHS' mission.

4. AQS Responsibilities.

a. School Operations. Subject to CPS approval, AQS shall provide Passages and its students in grades Pre-k through Grade 8 (and a high school if applicable) with a complete educational program based on sound school management principles previously presented in writing to AHS and included in the Charter, subject to the overall policy setting, strategic planning, budgeting, supervision, monitoring, and oversight of AHS, and shall meet all requirements of the Charter Schools Law. AQS will provide the management and administrative services necessary to implement and operate its educational program at School Facilities described in the Charter. AQS shall enroll students and provide programs only for the student age and grade ranges stated in the Charter and approved by CPS.

b. School Calendar. Beginning with the 2013-2014 school year, the normal school year for Passages will consist of approximately 190 instructional days, from mid-August through mid-June. The number of instructional days at Passages will meet or exceed Illinois requirements. The normal school day shall be approximately seven and one-half (7½) hours per day, Monday through Friday, except for Wednesday when dismissal shall be at 2 p.m. to allow for professional development of Faculty.

c. Curriculum Materials and Other Property. For the 2013-2014 school year and beyond, AQS shall evaluate and modify the curriculum as necessary with approval of AHS. AQS shall be responsible for the provision of curriculum materials to be used at Passages, including without limitation acquisition of curriculum materials from third parties to the extent necessary or appropriate.

d. Pupil Performance Evaluation. AQS shall be responsible for and accountable to AHS for the performance of students who attend Passages. Said performance shall be measured in accordance with the principles set forth in Exhibit E and the Charter Schools Law, and such other assessment strategies as may be agreed to in writing by AQS and AHS.

e. Reports to AHS. Information on the performance of Passages and its students shall be provided to the Passages Education Committee, established by the AHS Board of Directors, at its scheduled meetings, and periodically to the AHS Board, in an annual year end report and such other reports as may be

required by the Charter and the Charter Schools Law. In addition, AQS shall provide all information regarding the operation of Passages and the students at such time and in such manner as AHS shall reasonably request, including without limitation monthly reports during the school year for AQS' educational performance and the efficiency of the operation of Passages to the Passages Education Committee.

f. Transportation and Food Service. AQS will be responsible for providing transportation for students at Passages through negotiated contracts with local bus companies, as far as this is feasible under the constraints of the budget. Transportation costs will be paid through Operating Funds and reasonable fees charged to parents. AQS shall be responsible for providing, on behalf of AHS, food service for Passages in accordance with applicable law. All expenses in connection with food service shall be paid out of Operating Funds. If AQS and AHS jointly agree that such food services are most efficiently provided by a subcontractor, AHS shall subcontract directly with a municipality or a public or private subcontractor recommended by and with the consent of AQS for the provision of such food services.

g. AHS Board Meetings Pertaining to Passages. AHS shall provide to AQS not less than five (5) business days prior written notice of all meetings of AHS's Board of Directors, or any duly authorized committee of the AHS Board, (including, without limitation, telephonic and similar meetings), when Passages is part of the agenda for such meetings. AQS shall send one representative and the Principal of Passages to each such meeting. Such AQS representatives shall be entitled to participate in all discussions at such meetings. However, such AQS representatives shall not be members of the AHS Board or any duly authorized subcommittee of the AHS Board, and accordingly shall not have any voting rights.

h. School Facilities Cleaning and Routine Maintenance. AQS agrees that it will be responsible for the cleaning and routine maintenance of School Facilities with funds for this purpose coming from Operating Funds.

5. Special Needs.

a. Special Education. AQS shall provide special education services to students who attend Passages in a manner that complies with federal, state, and local laws, and applicable regulations. AQS may subcontract all or any portion of such services to a public or private subcontractor.

b. Other Special Student Services. AHS and AQS shall work together to ensure compliance with the requirements of Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Services necessary to comply with such requirements shall be provided in a manner that complies with state and federal laws and applicable rules, regulations and policies. AQS may subcontract such services to a public or private

subcontractor, including to AHS for linguistically and culturally appropriate comprehensive mental health child and adult services to Passages students and their families.

6. Property Ownership.

a. AHS Property. All property purchased for use at Passages with AHS or grant funds, including Operating Funds, shall remain the property of AHS, or be disposed of in accordance with the terms of the applicable grant, or the provisions of AHS's By-laws.

b. AQS Property. All property which has been purchased by AQS with its own funds will remain the property of AQS.

c. Teacher and Other Staff Property. All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property of such individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, and personal mementos and other materials or apparatus that have been personally financed or personally developed by teachers or staff.

7. Facilities.

a. Facilities Use. AHS shall retain full possession of School Facilities and shall have access to School Facilities at any time for inspection or for any other reasonable purpose. AHS shall use reasonable efforts not to allow such inspection to interfere with AQS' duties under the Agreement.

b. Non-School Hours. During after-school, evening and weekend hours, AQS may request that AHS make School Facilities available for purposes other than the regular school instructional program in a manner consistent with AHS policies, and AHS will not unreasonably deny any such request. However, such requests will be governed by the terms of the lease with the Archdiocese of Chicago.

8. Policies; Records; Waivers.

a. Discipline Program. AQS shall maintain a safe and disciplined learning environment for students and teachers. Beginning with the 2013-2014 school year and beyond, AQS shall have the right to evaluate and modify the discipline program curriculum within CPS guidelines, as necessary, with approval of AHS. AQS shall comply with all applicable federal and state laws concerning welfare, safety and health of students. Any student recommended by the Principal for expulsion shall follow the guidelines established by the Passages Education Committee.

b. Student Records. Except to the extent expressly waived by the State authorities, AQS shall comply with the Charter Schools Law, the Charter, and all

applicable federal and state laws, concerning the maintenance and disclosure of student records. AHS hereby designates employees of AQS as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. 1232g the Family Educational Rights and Privacy Act. AQS, its officers, and employees shall comply with the Family Educational Rights and Privacy Act at all times. AQS acknowledges that such records are property of AHS, that AQS has no rights in such records whatsoever, that it shall maintain such records on behalf of AHS and may use such records only in connection with its duties under this Agreement, and that it will follow AHS's instructions in connection with such records.

c. Charter School Records. The financial, educational, and other records of AQS related to the School, whether or not generated or maintained by AQS, are the property of AHS. AHS agrees that AQS shall be entitled to keep a copy of all such records. AQS acknowledges that such records are subject to copying and inspection to the same extent that records of a public school are, under the Illinois Access to Public Records Law. AQS agrees that all School records shall be made available, upon reasonable request, at School Facilities and except as permitted by the Charter or applicable law, AQS will not restrict access of AHS, CPS, or the public to such records. AQS further agrees that all financial and other records of AQS related to Passages will be made reasonably available to AHS's independent auditors for the completion of audits required by law or by the Charter. Such records will be produced at School Facilities.

9. Financial Matters.

a. State/Local and Other Funding. AHS shall comply with the requirements of the Charter and the Charter Schools Law for the purpose of receiving or maintaining its eligibility to receive from the relevant state and local Illinois authorities (including CPS), the per pupil allowance for each student enrolled and in attendance at Passages ("State Revenues"). AHS shall also comply, with the requirements to receive funds from other external sources, including but not limited to those listed in subsection (c) below. AQS shall provide such assistance to AHS in the preparation or review of applications and reports as AHS may request. AHS shall permit AQS to review any such applications and reports prior to their submission.

b. AQS Fees. AHS and AQS shall promptly apply for all State/City Revenues and shall remit to AQS seven percent (7%) of such Revenues, in payment for the services that AQS agrees to render hereunder. Said fees shall be included in the monthly transfer set out in (e) below. The seven percent (7%) calculation of the preceding sentence shall not take into consideration revenues such as Title I, special education, gifted and talented, or other funding that, by terms of state or federal legislation or regulation, may only be used for direct services to students who qualify for (or whose status enables the school to qualify for) receipt of such funds.

c. Operating Funds. All CPS education per capita revenues (not CPS facilities funding revenues) received by AHS, less a 7% fee to AQS (*see* 9.b.) and a 6% fee to AHS (in consideration for AHS's Duties as set forth in paragraph 3.c.), shall be "Operating Funds," and shall be used for educational and related operating expenses for Passages and maintenance/construction costs for the School Facilities. The fees paid AQS and AHS are subject to change annually. The calculation in the preceding sentence shall not take into consideration other sources of revenues such as Title 1, special education, gifted and talented, or other funding that, by terms of state or federal legislation or regulation, may only be used for direct services to students who qualify for (or whose status enables the school to qualify for) receipt of such funds.

d. Compliance with External Source Funding. AHS and AQS shall comply with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title 1 and special education) that are received pursuant to this Agreement. Such payments shall be expended by AQS solely on behalf of the designated students when so required by the funding source. Upon reasonable advance request, AQS shall provide evidence to AHS that Passages is in compliance with such requirements, and shall provide all reports and data reasonably necessary for AHS to meet any reporting or other requirements for such funding.

e. Payment Schedule and School Operating Account. All Revenues and other external sources of revenue attributable to Passages shall be received by AHS. The funds received by AHS shall be expended for the operating and capital requirements of Passages in agreement with CPS guidelines. Certain other revenues related to Passages such as direct giving, fees charged to students and families, etc. shall be received directly by AQS and deposited into a separate bank account at AQS earmarked for Passages. Passages funds shall be held separate and apart from other schools funds managed by AQS. On a monthly basis, and consistent with a scheduled developed jointly between AQS and AHS, AHS will remit funds directly to AQS for payment of all bills with the exception of monthly rent and other expenses paid directly by AHS. Any funds remaining in the AQS/Passages bank account at the end of the Term, or upon earlier termination of this Agreement prior to the end of the Term, shall be payable to AHS.

f. Budgets. AHS and AQS shall agree on a Passages budget for each fiscal year by June 1st and submit the budget to the Passages Education Committee no later than June 30th for approval. Subsequent budget changes shall be permitted if approved by the Passages Education Committee. Final approved budgets will be required to be submitted by AQS to CPS by October 31st.

g. Monthly Financial Reports. AQS shall provide monthly reports on Passages' finances to AHS for review and approval, which shall include detailed statements of all revenues received, from whatever source, with respect to Passages and detailed statements of all direct expenditures for services rendered to or on behalf of Passages and students who attend Passages, whether incurred

on-site or off-site. Such reports will also include a comparison of the budget to actual expenditures and an explanation of any material variances. Such monthly management financial reports shall be delivered to AHS no later than fifteen (15) business days following the close of each month. In addition, AQS shall prepare and deliver to AHS any other financial and other operational reports relating to Passages which may be reasonably required pursuant to the Charter and the Charter Schools Law in accordance with the requirements thereof.

h. Grant Applications. AQS shall have the right to apply for and receive grant money on its own or together with AHS, and to retain any such funds for its use consistent with the terms of such grants; provided, that AQS will keep AHS informed in writing of such applications and grants at the level of detail that AHS reasonably requests. Any such monies received by AQS shall not reduce the fees due under the Agreement. Nothing contained herein shall be construed to prevent AQS from soliciting grants for other schools under its management or for its own purposes. All grants submitted for the benefit of Passages must be approved prior to their submission by the Passages Education Committee of the AHS Board and the AHS CEO.

i. Student Fees. Subject to the Charter, the Charter Schools Law and other applicable law, and subject to the overall direction, oversight and policies of AHS, AQS may charge tuition to students at School for extra services such as summer and before and after-school programs, preschool programs and other similar activities, as well as a per-student activity fee not to exceed \$100 per school year. No portion of a Kindergarten program, whether full or half day will be deemed a “pre-school” program for purposes of charging tuition under this section if the student’s age and birthday meet the eligibility requirements for enrollment in Kindergarten under Illinois Jaw.

j. Marketing and Development Costs. Marketing and development costs paid out of Operating Funds shall be limited to costs specific to Passages and shall not include costs related solely to other schools operated by AQS. To the extent that the same marketing and development materials are used by AQS for the benefit of Passages and for other schools managed by AQS, AQS shall allocate a portion of the costs related to such materials to Passages based on an allocation formula jointly agreed to by AHS and AQS. AHS will assist AQS with the marketing and promotion of Passages, especially in the Asian community.

k. Fiscal Agency. Notwithstanding the foregoing, AHS shall, at all times, be the fiscal agent for Passages.

10. Personnel.

a. Personnel Responsibilities. AQS shall have the responsibility to determine staffing levels at Passages and to select, evaluate, assign, discipline and transfer personnel consistent with federal and state laws, rules, and regulations

(unless waived by appropriate authorities). The responsibilities of the staff Passages shall be as set forth in the job descriptions contained in Exhibit D.

b. Passages Principal. AQS will have the authority, consistent with state law, to select the Principal for Passages, subject to approval by the AHS Board of Directors. AQS will supervise such Principal and hold her, him or them accountable for the success of Passages. The annual evaluation of the Principal will be conducted by the Passages Education Committee.

c. The Passages Principal will attend one monthly meeting at AHS with the CEO to ensure coordination and integration with all other AHS programs. The Principal will be responsible to establish the monthly meeting.

d. AQS and the Principal shall have authority to select and supervise the teachers and the non-instructional staff at Passages.

e. Employment Terms. Beginning with the 2013-2014 school year, all personnel working at Passages shall be employees of AQS. AQS agrees that all individuals who teach in Passages will be required to hold a license to teach in public school in Illinois or be in the process of obtaining such a license under the transition to teaching program and must complete the transition to teaching program no later than three (3) years after beginning to teach at Passages. AQS agrees that all non-teaching personnel providing services for which licensure or certification is required shall have the appropriate license or certificate as required under Illinois. AQS agrees not to employ a teacher or administrator whose certification or license has been revoked. AQS will maintain copies of all licenses and certificates related to employees at Passages on file at School Facilities. AQS will make its best efforts to obtain a diverse workforce consistent with the mission of AHS and Passages.

f. Employee Salaries and Benefits. Beginning with the 2013-2014 school year, AQS shall pay for the salaries, fringe benefits, employment taxes and other employment related costs and expenses for all employees at Passages from the School Operating Account. AQS will provide teachers and staff with salary, health insurance, retirement benefits, liability insurance, and other benefits as determined by AQS. AQS shall provide a report to AHS of the salaries and fringe benefits of all employees at Passages on a schedule to be agreed to by AHS and AQS. Remission of teacher and other pension benefits shall be made within fifteen (15) days after payroll with no exceptions.

g. Training. AQS shall provide training in its methods, curriculum, program, technology, cultural competency and other issues to all teaching personnel at Passages. Such training may be held onsite or offsite, at locations selected by AQS. AQS shall also provide ongoing professional development programs throughout the school year. AHS staff will conduct certain trainings related to child and adolescent mental health, nutrition, parenting and health related matters in consultation with the Principal.

h. Personnel Policies.

(i) AQS shall comply with applicable federal and state laws, concerning employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

(ii) AQS shall comply with all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records for School personnel.

(iii) AQS shall not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

i. Criminal History Checks. AQS agrees that it will comply with applicable Illinois law and the provisions of the Charter concerning criminal history checks for staff and teachers it employs at Passages.

11. Proprietary Information. Curriculum and other educational materials, including but not necessarily limited to, all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, teaching techniques or methods that were developed or copyrighted by AQS prior to September 1, 2002 and all improvements thereto, or that were developed by AQS after such date with funds that are not Designated Curriculum Funds (as defined below) shall be the property of AQS (“AQS Intellectual Property”). Curriculum or educational materials that (i) are both directly developed and paid for by AHS; or (ii) were developed by AQS at the direction of AHS with Operating Funds specifically dedicated to the development of curriculum or materials (“Dedicated Curriculum Funds”) shall be the property of AHS. AQS shall and hereby does grant AHS a non-exclusive, perpetual, royalty free license to use the AQS Intellectual Property during the term of this Agreement. Such license does not include the right to use, assign or sub-license such Intellectual Property. Nothing in this paragraph shall be construed to prevent a teacher from using lesson plans or other instructional material s/he has developed for his or her own use, in or outside of the School, regardless of the expiration or termination of the Agreement. Notwithstanding the foregoing, nothing set forth herein shall prohibit AHS from making available to the public free-of-charge, consistent with the purposes and provisions of the Illinois Charter Schools Law and other applicable law, any Intellectual Property.

12. Representations of AHS.

a. Due Organization and Information. AHS represents and warrants that it is an Illinois not-for-profit corporation duly organized and existing under the laws of the State of Illinois. AHS warrants that the information it has furnished to AQS concerning Passages finances, revenues, and student enrollment is, to its

knowledge and belief are accurate and the latest information available-at the time of the execution of the Agreement.

b. Valid and Binding Obligation. AHS represents and warrants that the Agreement constitutes a legal, valid, and binding obligation of AHS enforceable in accordance with its terms.

13. Representations of AQS.

a. Due Organization and Information. AQS represents and warrants that it is an Illinois not-for-profit corporation duly organized and existing under the laws of the State of Illinois. AQS represents that it has the authority under state law to execute, deliver and perform the Agreement, to incur its obligations provided for in the Agreement, and to contract with AHS to provide the services set forth in the Agreement.

b. Valid and Binding Obligation. AQS represents and warrants that the Agreement constitutes a legal, valid and binding obligation of AQS enforceable in accordance with its terms.

c. Potential Conflicts. AQS represents and warrants that no member of the Board of AHS or Passages, or employee of AHS or Passages, or their respective spouses or immediate family members have any ownership, employment, contractual, or management interest in AQS.

14. Legal Matters and Indemnification.

a. Legal Representation, Costs, and Cooperation. Except as expressly provided herein or in connection with insurance coverage required to be provided in the Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, AHS and AQS shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them. Notwithstanding any other provision of the Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

b. Indemnification.

(i) AQS shall indemnify and save and hold AHS, its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments, or other form of liability to third parties, actual or claimed, including reasonable attorneys' fees, occurring or allegedly occurring in connection with the operation of Passages resulting from breach by AQS of its obligations under this Agreement or acts or omissions of AQS or by its employees, officers, directors, subcontractors, or agents. Upon timely written notice from AHS,

AQS shall defend the foregoing indemnities in any such action or proceeding brought thereon.

(ii) AHS shall indemnify and save and hold AQS, its partners, employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including reasonable attorneys fees, occurring or allegedly occurring, in connection with the operation of Passages resulting from breach by AHS of its obligations under this Agreement or acts or omissions of AHS or by its employees, officers, directors, subcontractors, or agents. Upon timely written notice from AQS, AHS shall defend the foregoing indemnities in any such action or proceeding brought thereon.

(iii) Each party shall give prompt written notice to the party required to of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense of the claim or litigation.

c. No Waiver. The foregoing provisions shall not be deemed a relinquishment or waiver of all kind of applicable limitations of liability to third parties provided or available to any of the parties hinder applicable state governmental immunities laws.

d. Survival. The provisions of this Section 14 shall survive any termination, expiration or cancellation of this Agreement.

15. Termination.

a. AHS Termination for Cause. AHS may terminate the Agreement for cause prior to the end of the term specified in Section 1 of the Agreement, in accordance with the procedures set forth herein, for any of the reasons set forth in subparagraphs (i), (ii), (iii), or (iv) below.

(i) If AQS substantially breaches any of the material terms and conditions of the Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from AHS.

(ii) If AQS files a petition in bankruptcy, is adjudicated bankrupt or files a petition or otherwise seeks relief under or pursuant to any bankruptcy, insolvency or reorganization statute or proceeding, or if a petition in bankruptcy is filed against it or it becomes insolvent or makes an assignment for the benefit of its creditors or a custodian, receiver or trustee is appointed for it or a substantial portion of its business or assets.

(iii) If there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all possible appeals, results in

a final judgment or finding that the Agreement or the operation of Passages in conformity with the Agreement violates AHS's responsibilities, duties or obligations under the state or federal constitutions, statutes, laws, rules or regulations, or any AHS contract or agreement.

(iv) The following procedures shall apply to any termination pursuant to this Section 15 (a). AHS shall give AQS written notice of its intent to terminate the Agreement at least ninety (90) days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to AHS's President and AQS' Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with AHS's termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and compelling circumstances that justify the disruption to the educational program and the students caused by a mid-year termination. However, if the grounds for termination relate to a serious health, safety or educational risk to students, then notwithstanding any provision to the contrary set forth above, upon election by AHS termination shall be effective immediately.

b. AQS Termination for Cause. AQS may terminate the Agreement for cause prior to the end of the term specified in Section I of the Agreement, in accordance with the procedures set forth below, for any of the reasons set forth in subparagraphs (i), (ii), or (iii) below,

(i) If AHS substantially breaches any of the material terms and conditions of the Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from AQS. For this purpose, a material breach may include, but is not limited to, failure to make payments as required by the Agreement unless the required payment is subject to reasonable dispute, or any other failure which undermines the purposes of the Agreement.

(ii) The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on AQS' ability to operate a charter school in accordance with its budget.

(iii) The following procedures shall apply to any termination pursuant to this Section 15 (b) AQS shall give AHS written notice of its intent to terminate the Agreement at least ninety (90) days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to AHS's President and AQS' Chief Executive Officer, or their respective designees, for consideration

and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with AQS' termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and compelling circumstances that justify the disruption to the educational program and the students caused by to a mid-year termination.

c. Disposition of Fixed Assets upon Termination. Upon expiration or termination of the Agreement for any reason, AHS shall have the right, subject to any limitations and/or conditions in loan or lease agreements to which AQS is a party, to acquire all, but not part, of the property and equipment owned by AQS and located in Passages by paying AQS the "net depreciated value" of such property and equipment as reflected on the books of AQS, within thirty (30) days after the effective date of termination of the Agreement. AQS shall be allowed to remove and retain such property and equipment in the event that AHS determines not to purchase it. AQS shall restore School Facilities after removing equipment to the condition that existed prior to such removal.

d. Remedies. Termination of the Agreement in accordance with Sections 15 (a) or (b) shall be the sole remedy for breaches of the Agreement except for any breach of any obligation to make monetary payments to the other party. Any monetary payments that are not paid within thirty (30) days after the due date will be subject to interest at the rate of one percent (1%) per month. Notwithstanding the foregoing, nothing herein shall preclude any party from seeking a temporary and/or permanent injunction, or other equitable remedy, in the event of a breach hereof by the other party hereto or any person acting for or in concert with such party.

16. Insurance.

a. Coverage. AQS shall secure on behalf of itself and AHS and maintain at all times during the term of this Agreement the following insurance coverage for Passages, AHS, and AQS, with deductibles and coverage minimums as set forth in Schedule A. All premiums for such coverage shall be paid from Operating Funds.

- (i) Real and personal property insurance covering all of Passages' real and personal property, whether owned or leased, at replacement value;
- (ii) General liability insurance;
- (iii) Automobile insurance;
- (iv) Workers' compensation insurance, as required by law;
- (v) School leaders' legal/professional liability insurance;

(vi) Umbrella (excess liability) insurance; and

(vii) Employee dishonesty insurance.

b. Carrier. The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Illinois, acceptable to AHS. In addition, AQS shall provide AHS with copies of (or certificates of insurance for) all insurance policies required hereunder.

c. Change of Carriers. When changing insurance policies or carriers, AQS must provide copies of (or proposed certificates of insurance for) the proposed policies to AHS at least thirty (30) days prior to the proposed change. AQS shall not cancel or modify the existing coverage without the prior approval of AHS.

d. Special Accident or Medical Coverage. In the discretion of AQS, Passages may expend Operating Funds for payment of the cost of participation in an accident or medical insurance program to provide protection for pupils while attending school or participating in a school program or activity.

e. Coordination of Risk Management. The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. Neither party shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claim asserted against it to the extent such claims are insured by or through the other party without the approval of the other party.

17. Miscellaneous.

a. Alternate Dispute Resolution. The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise set forth in Section 15 of this Agreement, in the event any dispute arises between AHS and AQS concerning the Agreement, it shall be resolved in accordance with the alternate dispute resolution procedure that is set forth in Schedule B. All such dispute resolution proceedings shall take place in Chicago, Illinois, unless otherwise agreed by the parties.

b. Force Majeure. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either

party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

c. Independent Contractor Status. The parties to the Agreement intend that the relationship between them created by the Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of AQS shall be deemed to be the employee, agent or servant of AHS except as expressly acknowledged in writing by AHS.

d. Subcontracting. AQS reserves the right to subcontract any and all services specified in the Agreement to AHS and/or to public or private subcontractors, as permitted by law. Notwithstanding the foregoing, AQS shall not subcontract the, management, oversight or operation of the teaching and instructional program.

e. No Third Party Beneficiary Rights. No third party, whether a constituent of AHS or otherwise, may enforce or rely upon any obligation of, or the exercise of, or the failure to exercise any right of, AHS or AQS in the Agreement. The Agreement is not intended to create any rights of a third party beneficiary.

f. Amendments. The Agreement may be altered, amended, changed or modified only by agreement in writing executed by AQS and AHS. At the end of the 2014 – 2015 school year, AHS and AQS agree to review this Agreement to

g. determine if any modifications/changes are necessary after one year of operation.

h. Section Headings. The section headings shall not be treated as part of the Agreement or as affecting the true meaning of the provisions hereof the reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

i. Invalidity of Provisions of the Agreement. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

j. Assignment. The Agreement shall not be assigned by either party without the prior written consent of the other party.

k. No Waiver. No waiver of any provision of the Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

l. Survival. All representations, warranties and indemnities made herein shall survive termination, of the Agreement.

m. Governing Law. The Agreement shall be governed, construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflicts of laws principles thereof.

n. Schedules and Exhibits. The parties agree to the terms and conditions of this Agreement and the Schedules and Exhibits attached hereto and incorporated herein by reference. The above described Schedules and Exhibits shall become incorporated herein and part of this Agreement effective as of the date the parties agree to the terms and conditions of such Schedules and Exhibits.

o. Entire Agreement. This Agreement and the Schedules and Exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

p. Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally recognized overnight courier, telecopy or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To AHS at: Asian Human Services, Inc.
4753 N. Broadway, Suite 700
Chicago, Illinois 60640
Attention: Ms. Abha Pandya,
Chief Executive Officer
Telecopy: 773-290-8430

With a copy to: Martin K. LePointe
LePointe Law, P.C.
1200 Shermer Road, Suite 310
Northbrook, IL
847-786-2500

To AQS at: The American Quality Schools Corporation
850 West Jackson Blvd.
Chicago, IL 60607
Attn. Dr. Michael J. Bakalis
Telecopy: 312-226-1027

With a copy to: Leo J. Athas
Hinshaw & Culbertson, LLP
222 North LaSalle Street Suite 300

Chicago, Illinois 60601
Telecopy 312-704-3001

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

Asian Human Services, Inc.

By its:

The American Quality Schools Corporation, Inc.

By its:

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Exhibit A
Passages Charter School Charter

**AHS WILL FOLLOW THE CPS ACCOUNTABILITY PLAN FOR PASSAGES
CHARTER SCHOOL**

Exhibit B
Lease of Passages Facilities

DRAFT LEASE ATTACHED

Exhibit C
SY2008-2009
Budget

DRAFT BUDGET ATTACHED

Exhibit D
Job Descriptions

Schedule A
Insurance Requirements

ALL INSURANCE REQUIRED BY CPS WILL BE OBTAINED BY AHS & AQS

1. Real and personal property

Within thirty (30) days from-the date of execution of the Charter, AQS shall submit to AHS a schedule of values for Passages Facilities and for the personal property therein, indicating replacement values.

No later than thirty (30) days prior to the commencement of operations of the School, the AQS shall provide evidence of coverage, either through its own policy, a policy of AHS or a policy of the landlord of Passages Facilities, for the real and personal property at replacement value.

General liability insurance is required in the amount of \$2,000,000 aggregate and \$1,000,000 per occurrence, and shall have endorsements for the following; (a) coverage for employee benefit-plan administrators; (b) specialized professional liability coverage for persons such as nurses, social workers, counselors and athletic trainers; and (c) coverage for groups conducting school sponsored activities, such as parent teacher organizations, booster clubs, and student groups.

2. Automobile

Automobile insurance is required for any vehicle(s) owned or leased, non-owned and hired vehicles by AQS, Passages or by AHS for use at Passages. Coverage shall be in an amount equal to the greater of the amount listed below or the amount required by Indiana law.

Liability	\$1,000,000 aggregate/occurrence
Medical	\$5,000 per person per occurrence
Uninsured-motorist	\$1,000,000
Underinsured motorist	\$1,000,000
Property damage	\$50,000
Comprehensive maximum deductible	\$500
(Collision maximum deductible	\$500

3. School leaders/legal professional liability:

Bd. Of Dir. Errors & Omissions	\$2,000,000	aggregate/\$1,000,000	per
	occurrence		

4. Umbrella/excess liability

Umbrella excess liability insurance is required over the general liability policy, the automobile coverage, and the errors and omissions coverage for the board of directors in the amount of \$5,000,000.

AMERICAN QUALITY SCHOOLS CORPORATION
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

AMERICAN QUALITY SCHOOLS CORPORATION
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

CONTENTS

	<u>Page</u>
Advisory Board	1
Organization Chart	2
Independent Auditor's Report	3 - 4
Statements of Financial Position	5
Statements of Activities	6
Statements of Cash Flows	7
Notes to Financial Statements	8 - 11
Supplementary Information:	
Combining Statement of Financial Position	12 - 13
Combining Statement of Activities	14 - 15
Schedules of Expenses	16
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	17 - 18
Independent Auditor's Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency	19 - 20

**AMERICAN QUALITY SCHOOLS CORPORATION
ADVISORY BOARD
JUNE 30, 2010**

Dr. Michael Bakalis

Vito Bianco

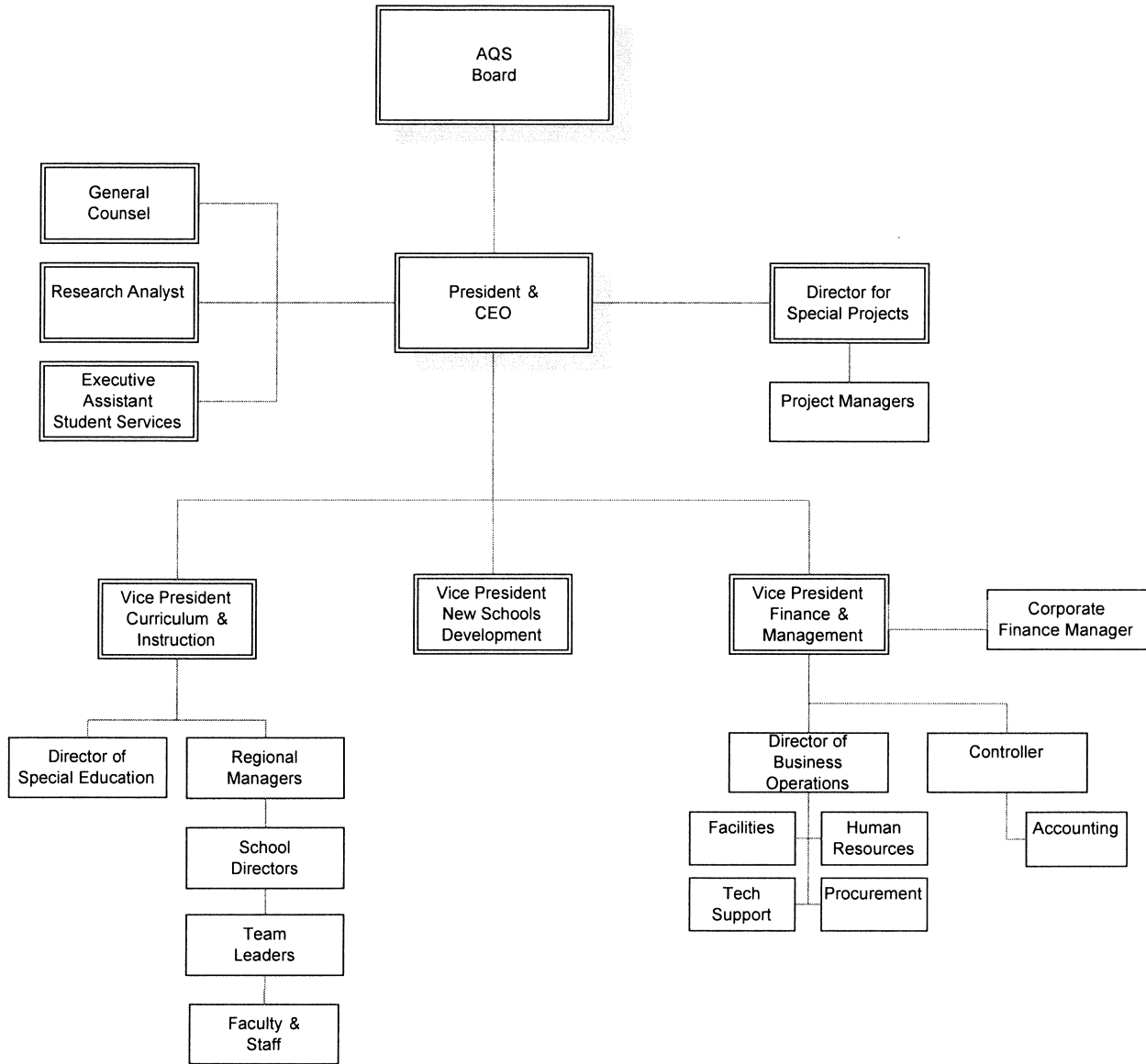
Erin Calontuono

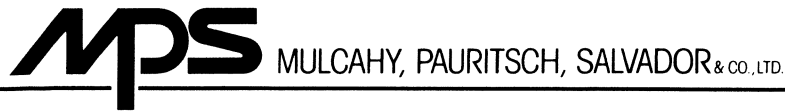
Desi Messerges

George Nassos

Linda Randall

Robert Yadgir





Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying statements of financial position of American Quality Schools Corporation (a nonprofit organization) as of June 30, 2010 and 2009, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of American Quality Schools Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of American Quality Schools Corporation as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 2, 2010, on our consideration of American Quality Schools Corporation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial



statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Mulcahy, Panitsch, Salvador & Co., Ltd.

Orland Park, Illinois
December 2, 2010

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2010 AND 2009

ASSETS	<u>2010</u>	<u>2009</u>
Current assets:		
Cash	\$ 1,591,900	\$ 1,657,076
Receivables:		
Accounts	368,334	118,343
Advances	88,934	-
Management fees	110,716	370,440
Notes	33,354	27,194
Prepaid expenses	<u>83,811</u>	<u>37,261</u>
Total current assets	<u>2,277,049</u>	<u>2,210,314</u>
Property and equipment:		
Equipment	1,597,680	1,374,515
Leasehold improvements	665,127	650,935
Less accumulated depreciation	<u>(886,470)</u>	<u>(596,962)</u>
Net property and equipment	<u>1,376,337</u>	<u>1,428,488</u>
Other assets:		
Deposits	<u>14,074</u>	<u>19,074</u>
Total assets	<u>\$ 3,667,460</u>	<u>\$ 3,657,876</u>
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	\$ 148,565	\$ 80,922
Accrued expenses	439,685	353,552
Deferred grant revenue	22,895	348,438
Current portion of long-term debt	<u>62,100</u>	<u>61,782</u>
Total current liabilities	673,245	844,694
Long-term debt:		
Notes payable, less current portion	<u>506,262</u>	<u>569,584</u>
Total liabilities	1,179,507	1,414,278
Net assets:		
Unrestricted	<u>2,487,953</u>	<u>2,243,598</u>
Total liabilities and net assets	<u>\$ 3,667,460</u>	<u>\$ 3,657,876</u>

See notes to financial statements.

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
Revenues and support:		
Chicago Public Schools:		
Per capita tuition and other funds	\$ 6,866,199	\$ 5,545,474
Special services	257,591	209,916
Grants	270,022	814,216
Management fees and other fee revenue	3,115,556	2,822,781
Student fees	254,659	212,087
Contributions	123,500	3,580
Interest income	18,459	2,079
Other	<u>56,240</u>	<u>14,387</u>
Total revenues and support	<u>10,962,226</u>	<u>9,624,520</u>
Expenses:		
Program services	6,540,217	5,961,546
Supporting services	<u>4,177,654</u>	<u>2,644,056</u>
Total expenses	<u>10,717,871</u>	<u>8,605,602</u>
Change in net assets	244,355	1,018,918
Net assets at beginning of year	<u>2,243,598</u>	<u>1,224,680</u>
Net assets at end of year	<u>\$ 2,487,953</u>	<u>\$ 2,243,598</u>

See notes to financial statements.

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2010 AND 2009

	2010	2009
Cash flows from operating activities:		
Change in net assets	\$ 244,355	\$ 1,018,918
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	305,400	246,534
Effects of changes in operating assets and liabilities:		
Receivables	9,733	40,909
Prepaid expenses	(46,550)	6,350
Deposits	5,000	(9,000)
Accounts payable and accrued expenses	153,776	56,563
Deferred grant revenue	(325,543)	(401,837)
Net cash provided by operating activities	346,171	958,437
Cash flows from investing activities:		
Advances and notes receivable made	(95,094)	(5,194)
Purchases of property and equipment	(253,249)	(539,530)
Net cash used by investing activities	(348,343)	(544,724)
Cash flows from financing activities:		
Repayment of amounts due to charter schools	-	(250,470)
Proceeds from long-term debt	-	270,643
Principal repayments of long-term debt	(63,004)	(39,877)
Net cash used by financing activities	(63,004)	(19,704)
Net increase (decrease) in cash	(65,176)	394,009
Cash at beginning of year	1,657,076	1,263,067
Cash at end of year	\$ 1,591,900	\$ 1,657,076

See notes to financial statements.

**AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2010 AND 2009**

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

American Quality Schools Corporation (AQS) was established to organize, operate and manage college preparatory K - 12 charter and contract schools. AQS currently operates two schools, Austin Business and Entrepreneurship Academy and Plato Learning Academy. AQS operates these schools under a contract with the Board of Education of the City of Chicago, Illinois (Chicago Public Schools). The majority of the schools' revenues and support comes from Chicago Public Schools through per student fees, grants and other revenue.

In addition to operating the two schools noted above, AQS manages six schools in Illinois, five in Indiana, and two in Missouri under annual agreements.

B. Basis of Accounting

The financial statements of AQS have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

C. Cash

For purposes of the statement of cash flows, AQS considers all short-term debt securities purchased with a maturity of three months or less to be cash equivalents.

The bank account balances, at times, exceed federally insured limits. AQS has not experienced any losses on such accounts.

D. Accounts and Management Fees Receivable

AQS extends credit to Chicago Public Schools and the other schools that it manages, generally without collateral. Accounts and management fees receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of AQS, known and inherent risks of the payors comprising the accounts and management fees receivable balances, adverse situations that may affect the payor's ability to pay, and current economic conditions. Accounts and management fees receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding receivables, management determined that an allowance for doubtful accounts was not necessary at June 30, 2010 and 2009.

**AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2010 AND 2009**

E. Property and Equipment

Property and equipment are stated at cost or, if donated, at the estimated fair value upon receipt. It is the policy of AQS to generally capitalize items with a cost or estimated fair value in excess of \$1,000. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

F. Contributed Services

Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received. AQS recognized \$123,500 of contribution income for student services performed by Chicago Public Schools nurses, social workers, psychologists and therapists for the year ended June 30, 2010.

G. Financial Statement Presentation

AQS reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. Contributions received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. As of June 30, 2010, all net assets are considered unrestricted.

H. Income Taxes

AQS is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

I. Functional Allocation of Expenses

Salaries and related employee expenses are allocated to program and supporting service functions based on actual time employees spend on each function. The remaining expenses are specifically allocated whenever practical, or are allocated based on salaries or space utilization.

J. Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2010 AND 2009**

K. Subsequent Events

Management has evaluated subsequent events through December 2, 2010, which is the date the financial statements were available to be issued.

L. Reclassifications

Certain amounts as previously reported for 2009 have been reclassified to conform to the 2010 presentation.

NOTE 2. CASH FLOW INFORMATION

Cash paid for interest during the years ended June 30, 2010 and 2009 was \$31,197 and \$25,248, respectively.

During the year ended June 30, 2009, AQS had noncash investing and financing transactions of \$396,122 related to purchases of equipment that were financed with long-term debt.

NOTE 3. LONG-TERM DEBT

Long-term debt at June 30, 2010 and 2009 consisted of the following:

	<u>2010</u>	<u>2009</u>
Note payable to the Illinois Facilities Fund, due in monthly installments of \$6,832 including interest at 5.31%, with the final payment due in January, 2019. The note is collateralized by leasehold improvements. The interest rate will be adjusted in accordance with the agreement in August, 2013.	\$ 559,807	\$ 610,589
An interest free equipment loan payable to Food Service Professionals, due in monthly installments of \$1,222, with the final payment due in May, 2011. The note is collateralized by specific equipment.	<u>8,555</u>	<u>20,777</u>
Total	<u>\$ 568,362</u>	<u>\$ 631,366</u>

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2010 AND 2009

Future maturities of long-term debt in years ending June 30 are as follows:

2011	\$	62,100
2012		56,458
2013		59,530
2014		62,769
2015		66,185
Thereafter		<u>261,320</u>
Total	\$	<u>568,362</u>

NOTE 4. LEASING ARRANGEMENTS

AQS conducts its operations from facilities that are leased under noncancelable leases expiring through July, 2018. Rent expense for the years ended June 30, 2010 and 2009 was \$375,231 and \$330,123, respectively.

Future minimum rental payments required under these leases in years ending June 30 are as follows:

2011	\$	375,759
2012		368,973
2013		372,800
2014		200,000
2015		200,000
Thereafter		<u>616,667</u>
Total	\$	<u>2,134,199</u>

Austin Business and Entrepreneurship Academy conducts its operations from a school that is leased under a noncancelable lease expiring in June, 2011. Under the terms of the lease, Austin is required to pay rent of \$1 per year plus all operating expenses incurred in the management, operation and maintenance of the school. Rent expense, including operating expenses, for the years ended June 30, 2010 and 2009 was \$496,259 and \$511,354, respectively.

NOTE 5. EMPLOYEE BENEFIT PLAN

Employees of AQS may participate in an Internal Revenue Code Section 403(b) retirement savings plan. The plan is funded solely by employee contributions pursuant to a salary reduction agreement.

SUPPLEMENTARY INFORMATION

AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2010
WITH COMPARATIVE TOTALS FOR JUNE 30, 2009

	American Quality Schools	Austin Business and Entrepreneurship Academy	Plato Learning Academy
ASSETS			
Current assets:			
Cash	\$ 44,503	\$ 976,803	\$ 570,594
Receivables:			
Accounts	382,005	41,369	31,649
Advances	88,934	-	-
Management fees	110,716	-	-
Notes	33,354	-	-
Prepaid expenses	33,783	30,452	19,576
Total current assets	693,295	1,048,624	621,819
Property and equipment:			
Equipment	420,041	655,213	522,426
Leasehold improvements	-	-	665,127
Less accumulated depreciation	(294,115)	(326,753)	(265,602)
Net property and equipment	125,926	328,460	921,951
Other assets:			
Deposits	14,074	-	-
Total assets	\$ 833,295	\$ 1,377,084	\$ 1,543,770
LIABILITIES AND NET ASSETS			
Current liabilities:			
Accounts payable	\$ 95,152	\$ 10,654	\$ 42,759
Accrued expenses	-	281,325	158,360
Due to charter schools	-	68,499	18,190
Deferred grant revenue	-	-	22,895
Current portion of long-term debt	-	-	62,100
Total current liabilities	95,152	360,478	304,304
Long-term debt:			
Notes payable, less current portion	-	-	506,262
Total liabilities	95,152	360,478	810,566
Net assets:			
Unrestricted	738,143	1,016,606	733,204
Total liabilities and net assets	\$ 833,295	\$ 1,377,084	\$ 1,543,770

<u>Eliminations</u>	<u>Totals</u>	
	<u>2010</u>	<u>2009</u>
\$ -	\$ 1,591,900	\$ 1,657,076
(86,689)	368,334	118,343
-	88,934	-
-	110,716	370,440
-	33,354	27,194
<u>-</u>	<u>83,811</u>	<u>37,261</u>
(86,689)	2,277,049	2,210,314
-	1,597,680	1,374,515
-	665,127	650,935
<u>-</u>	<u>(886,470)</u>	<u>(596,962)</u>
<u>-</u>	<u>1,376,337</u>	<u>1,428,488</u>
-	14,074	19,074
<u>\$ (86,689)</u>	<u>\$ 3,667,460</u>	<u>\$ 3,657,876</u>
\$ -	\$ 148,565	\$ 80,922
-	439,685	353,552
(86,689)	-	-
-	22,895	348,438
<u>-</u>	<u>62,100</u>	<u>61,782</u>
(86,689)	673,245	844,694
-	506,262	569,584
(86,689)	1,179,507	1,414,278
-	2,487,953	2,243,598
<u>\$ (86,689)</u>	<u>\$ 3,667,460</u>	<u>\$ 3,657,876</u>

AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2010
WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2009

	<u>American Quality Schools</u>	<u>Austin Business and Entrepreneurship Academy</u>	<u>Plato Learning Academy</u>
Revenues and support:			
Chicago Public Schools:			
Per capita tuition and other funds	\$ -	\$ 4,460,367	\$ 2,405,832
Special services	-	149,846	107,745
Grants	-	15,876	254,146
Management fees and other fee revenue	3,695,040	-	-
Student fees	-	37,949	216,710
Contributions	-	58,500	65,000
Interest income	5,832	8,445	4,182
Other	<u>38,079</u>	<u>5,744</u>	<u>12,417</u>
Total revenues and support	<u>3,738,951</u>	<u>4,736,727</u>	<u>3,066,032</u>
Expenses:			
Program services	702,488	3,473,192	2,384,537
Supporting services	<u>3,288,363</u>	<u>891,848</u>	<u>556,927</u>
Total expenses	<u>3,990,851</u>	<u>4,365,040</u>	<u>2,941,464</u>
Change in net assets	(251,900)	371,687	124,568
Net assets at beginning of year	<u>990,043</u>	<u>644,919</u>	<u>608,636</u>
Net assets at end of year	<u>\$ 738,143</u>	<u>\$ 1,016,606</u>	<u>\$ 733,204</u>

<u>Eliminations</u>	<u>Totals</u>	
	<u>2010</u>	<u>2009</u>
\$ -	\$ 6,866,199	\$ 5,545,474
-	257,591	209,916
-	270,022	814,216
(579,484)	3,115,556	2,822,781
-	254,659	212,087
-	123,500	3,580
-	18,459	2,079
-	56,240	14,387
<u>(579,484)</u>	<u>10,962,226</u>	<u>9,624,520</u>
(20,000)	6,540,217	5,961,546
<u>(559,484)</u>	<u>4,177,654</u>	<u>2,644,056</u>
<u>(579,484)</u>	<u>10,717,871</u>	<u>8,605,602</u>
-	244,355	1,018,918
-	2,243,598	1,224,680
<u>\$ -</u>	<u>\$ 2,487,953</u>	<u>\$ 2,243,598</u>

AMERICAN QUALITY SCHOOLS CORPORATION
SCHEDULES OF EXPENSES
YEARS ENDED JUNE 30, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
Salaries	\$ 6,925,708	\$ 5,187,198
Benefits	1,213,694	847,066
Books and supplies	228,480	384,023
Consulting	31,755	-
Depreciation	305,400	246,534
Insurance	38,352	24,819
Interest	31,197	25,248
Marketing	44,972	53,786
Miscellaneous	1,364	618
Occupancy	854,666	854,238
Office	155,508	167,039
Postage	16,268	14,346
Professional fees	66,004	142,479
Repairs and maintenance	211,957	141,787
Student activities	366,378	376,284
Telephone	53,115	42,649
Travel and conferences	127,494	85,124
Utilities	<u>45,559</u>	<u>12,364</u>
Total expenses	<u>\$ 10,717,871</u>	<u>\$ 8,605,602</u>



Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

We have audited the financial statements of American Quality Schools Corporation (a nonprofit organization) as of and for the year ended June 30, 2010, and have issued our report thereon dated December 2, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered American Quality Schools Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of American Quality Schools Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of American Quality Schools Corporation's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, as discussed below, we identified a certain deficiency in internal control over financial reporting that we consider to be a significant deficiency in internal control over financial reporting. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.



During our testing, we noted an instance in which accounts payable cut-off procedures did not record an invoice in the proper period.

Management's response:

Management will increase efforts to review all subsequent transactions for proper fiscal year expense prior to and subsequent to closing of the accounting records.

Compliance and Other Matters

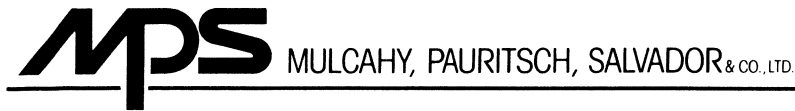
As part of obtaining reasonable assurance about whether American Quality Schools Corporation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

American Quality Schools Corporation's response to the finding identified in our audit is described above. We did not audit American Quality Schools Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information of management, the Governing Board, others within the entity, and Chicago Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

Mulcahy, Pursitech, Salvador & Co., Ltd.

Orland Park, Illinois
December 2, 2010



Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH
REQUIREMENTS OF APPLICABLE LAWS AND REGULATIONS
PRESCRIBED BY ADMINISTERING AGENCY**

We have examined the compliance of American Quality Schools Corporation with the types of compliance requirements provided by its administering agency, the Chicago Public Schools, which are applicable to the American Quality Schools Corporation's Austin Business and Entrepreneurship Academy High School and Plato Learning Academy. The Chicago Public Schools provided the compliance requirements subject to examination in a memorandum dated June 23, 2010. Compliance with requirements of applicable laws and regulations prescribed by the administering agency is the responsibility of management. Our responsibility is to express an opinion based on our examination.

The applicable laws and regulations that were tested included the following, as applicable:

- Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database & Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 & 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)
- Administration of Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Conformance with the following sections of your Contract School Agreement (the "Agreement"):
 - Section 4. Enrollment - an enrollment process and lottery;
 - Section 4. Governance and Operation - the school's governance structure;
 - Section 5. Maintenance of Corporate Status and Good Standing;
 - Section 6. Management and Financial Controls;
- Single Audit Act Amendments of 1996 (31 U.S.C. 7501-07), OMB Circular A-133 and OMB Compliance Supplements.



Our examination of compliance was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence supporting the compliance requirements described above and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, American Quality Schools Corporation complied, in all material respects, with the Chicago Public Schools' requirements referred to above for the year ended June 30, 2010.

This report is intended solely for the information and use of management, the Governing Board, and Chicago Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

December 2, 2010
Orland Park, Illinois

AMERICAN QUALITY SCHOOLS CORPORATION
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011

**AMERICAN QUALITY SCHOOLS CORPORATION
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011**

CONTENTS

	<u>Page</u>
Advisory Board	1
Organization Chart	2
Independent Auditor's Report	3 - 4
Statements of Financial Position	5 - 6
Statements of Activities	7
Statements of Cash Flows	8
Notes to Financial Statements	9 - 15
Supplementary Information:	
Combining Statement of Financial Position	16 - 19
Combining Statement of Activities	20 - 21
Schedules of Expenses	22
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	23- 25
Independent Auditor's Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency	26 - 27

**AMERICAN QUALITY SCHOOLS CORPORATION
ADVISORY BOARD
JUNE 30, 2011**

Dr. Michael Bakalis

Vito Bianco

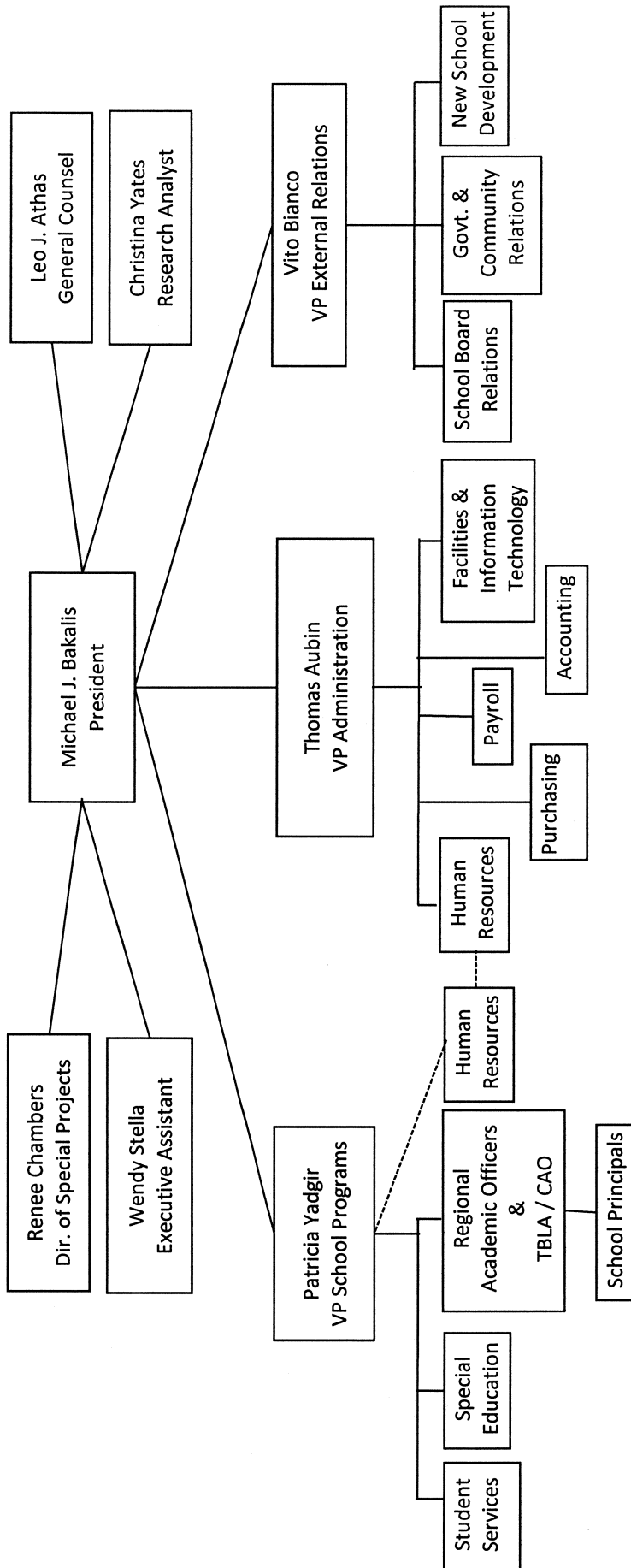
Reverend Lewis Flowers

Marlene Golembo

George Nassos

Pam Paul

Thomas Pekras





Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying statements of financial position of American Quality Schools Corporation (a nonprofit organization) as of June 30, 2011 and 2010, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of American Quality Schools Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of American Quality Schools Corporation as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated February 8, 2013, on our consideration of American Quality Schools Corporation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from



and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Mulcahy, Rauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
February 8, 2013

STATEMENTS OF FINANCIAL POSITION

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2011 AND 2010

ASSETS	<u>2011</u>	<u>2010</u>
Current assets:		
Cash	\$ 698,380	\$ 1,591,900
Receivables:		
Accounts	310,455	368,334
Advances	65,700	88,934
Management fees	150,427	110,716
Note due from related party	-	33,354
Prepaid expenses	<u>112,643</u>	<u>83,811</u>
Total current assets	<u>1,337,605</u>	<u>2,277,049</u>
Property and equipment	<u>919,216</u>	<u>1,376,337</u>
Other assets:		
Long-term receivables:		
Accounts	56,669	-
Management fees	51,344	-
Deposits	<u>14,389</u>	<u>14,074</u>
Total other assets	<u>122,402</u>	<u>14,074</u>
Total assets	<u>\$ 2,379,223</u>	<u>\$ 3,667,460</u>

See notes to financial statements.

LIABILITIES AND NET ASSETS	<u>2011</u>	<u>2010</u>
Current liabilities:		
Checks written in excess of funds on deposit	\$ 46,064	\$ -
Accounts payable	82,346	157,120
Accrued expenses	301,735	439,685
Due to charter schools	33,437	-
Deferred grant revenue	21,500	22,895
Current portion of accrued lawsuit settlement	90,000	-
Current portion of long-term debt	<u>66,258</u>	<u>62,100</u>
Total current liabilities	<u>641,340</u>	<u>681,800</u>
Long-term liabilities:		
Accrued lawsuit settlement, less current portion	298,000	-
Long-term debt, less current portion	<u>465,970</u>	<u>497,707</u>
Total long-term liabilities	<u>763,970</u>	<u>497,707</u>
Total liabilities	1,405,310	1,179,507
Net assets:		
Unrestricted	<u>973,913</u>	<u>2,487,953</u>
Total liabilities and net assets	<u>\$ 2,379,223</u>	<u>\$ 3,667,460</u>

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2011 AND 2010

	<u>2011</u>	<u>2010</u>
Revenues and support:		
Chicago Public Schools:		
Per capita tuition and other funds	\$ 2,515,236	\$ 2,405,832
Special services	311,726	107,745
Other	24,823	-
Grants	28,295	254,146
Management fees and other fee revenue	3,593,579	3,115,556
Student fees	223,870	216,710
Contributions	30,461	65,000
Interest income	1,603	10,014
Other	<u>24,023</u>	<u>50,496</u>
Total revenues and support	<u>6,753,616</u>	<u>6,225,499</u>
Expenses:		
Program services	3,993,320	3,067,025
Supporting services	<u>3,537,963</u>	<u>3,701,699</u>
Total expenses	<u>7,531,283</u>	<u>6,768,724</u>
Change in net assets from continuing operations	(777,667)	(543,225)
Discontinued operations:		
Income (loss) from operations of discontinued component, including loss on liquidation in 2011 of \$270,422	<u>(736,373)</u>	<u>787,580</u>
Change in net assets	(1,514,040)	244,355
Net assets at beginning of year	<u>2,487,953</u>	<u>2,243,598</u>
Net assets at end of year	<u>\$ 973,913</u>	<u>\$ 2,487,953</u>

See notes to financial statements.

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2011 AND 2010

	<u>2011</u>	<u>2010</u>
Cash flows from operating activities:		
Change in net assets	\$ (1,514,040)	\$ 244,355
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation	330,577	305,400
Loss on liquidation	270,422	-
Write-off of note receivable from related party	33,354	-
Effects of changes in operating assets and liabilities:		
Receivables	(66,611)	9,733
Prepaid expenses	(28,832)	(46,550)
Deposits	(315)	5,000
Accounts payable and accrued expenses	175,276	153,776
Deferred grant revenue	(1,395)	(325,543)
Net cash provided (used) by operating activities	<u>(801,564)</u>	<u>346,171</u>
Cash flows from investing activities:		
Advances and notes receivable made	-	(95,094)
Purchases of property and equipment	(113,478)	(253,249)
Net cash used by investing activities	<u>(113,478)</u>	<u>(348,343)</u>
Cash flows from financing activities:		
Increase in checks issued in excess of funds on deposit	46,064	-
Increase in amounts due to charter schools	33,437	-
Principal repayments of long-term debt	(57,979)	(63,004)
Net cash provided (used) by financing activities	<u>21,522</u>	<u>(63,004)</u>
Net decrease in cash	(893,520)	(65,176)
Cash at beginning of year	<u>1,591,900</u>	<u>1,657,076</u>
Cash at end of year	<u>\$ 698,380</u>	<u>\$ 1,591,900</u>

See notes to financial statements.

**AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2011 AND 2010**

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

American Quality Schools Corporation (AQS) was established to organize, operate and manage college preparatory K - 12 charter and contract schools. AQS operated two schools, Austin Business and Entrepreneurship Academy and Plato Learning Academy. AQS operated these schools under a contract with the Board of Education of the City of Chicago, Illinois (Chicago Public Schools). The majority of the schools' revenues and support comes from Chicago Public Schools through per student fees, grants and other revenue.

The agreement with Chicago Public Schools for operating Austin Business and Entrepreneurship Academy expired June 30, 2011, and was not renewed. Total revenues and support for Austin Business and Entrepreneurship Academy for the years ended June 30, 2011 and 2010 were \$3,655,544 and \$4,736,727, respectively.

In addition to operating the two schools noted above, AQS managed seven schools in Illinois, five in Indiana, and two in Missouri under annual agreements. Subsequent to year-end, the agreement with one of the school operators, which consisted of five schools, was not renewed. Total management fee revenue received under this agreement during the years ended June 30, 2011 and 2010 was approximately \$1,475,000 and \$1,523,000, respectively.

B. Basis of Accounting

The financial statements of AQS have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

C. Cash

For purposes of the statement of cash flows, AQS considers all short-term debt securities purchased with a maturity of three months or less to be cash equivalents.

The bank account balances, at times, exceed federally insured limits. AQS has not experienced any losses on such accounts.

D. Accounts and Management Fees Receivable

AQS extends credit to Chicago Public Schools and the other schools that it manages, generally without collateral. Accounts and management fees receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

**AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2011 AND 2010**

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of AQS, known and inherent risks of the payors comprising the accounts and management fees receivable balances, adverse situations that may affect the payor's ability to pay, and current economic conditions. Accounts and management fees receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding receivables, management determined that an allowance for doubtful accounts was not necessary at June 30, 2011 and 2010.

E. Property and Equipment

Property and equipment are stated at cost or, if donated, at the estimated fair value upon receipt. It is the policy of AQS to generally capitalize items with a cost or estimated fair value in excess of \$1,000. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

F. Contributed Services

Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received. AQS recognized \$55,180 and \$123,500 of contribution income for student services performed by Chicago Public Schools nurses, social workers, psychologists and therapists for the years ended June 30, 2011 and 2010, respectively.

G. Financial Statement Presentation

AQS reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. Contributions received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. As of June 30, 2011 and 2010, all net assets are considered unrestricted.

H. Income Taxes

AQS is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The federal Return of Organization Exempt from Income Tax (Form 990) of AQS is subject to examination by the Internal Revenue Service, generally for three years after the date it was filed.

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2011 AND 2010

I. Functional Allocation of Expenses

Salaries and related employee expenses are allocated to program and supporting service functions based on actual time employees spend on each function. The remaining expenses are specifically allocated whenever practical, or are allocated based on salaries or space utilization.

J. Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

K. Reclassifications

Certain amounts as previously reported for 2010 have been reclassified to conform to the 2011 presentation.

NOTE 2. CASH FLOW INFORMATION

Cash paid for interest during the years ended June 30, 2011 and 2010 was \$29,975 and \$31,197, respectively.

During the year ended June 30, 2011, AQS had noncash investing and financing transactions of \$30,400 related to purchases of equipment that were financed with long-term debt.

NOTE 3. PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2011 and 2010 was comprised of the following:

	<u>2011</u>	<u>2010</u>
Equipment	\$ 983,923	\$ 1,597,680
Leasehold improvements	<u>698,880</u>	<u>665,127</u>
Total	1,682,803	2,262,807
Less accumulated depreciation	<u>(763,587)</u>	<u>(886,470)</u>
Net property and equipment	<u>\$ 919,216</u>	<u>\$ 1,376,337</u>

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2011 AND 2010

NOTE 4. ACCRUED LAWSUIT SETTLEMENT

During the year ended June 30, 2011, AQS entered into a settlement agreement that is payable through October, 2039. The outstanding balance due at June 30, 2011 was \$388,000.

Future settlement payments required under the agreement in years ending June 30 are as follows:

2012	\$	90,000
2013		45,000
2014		45,000
2015		8,000
2016		8,000
Thereafter		<u>192,000</u>
Total	\$	<u>388,000</u>

NOTE 5. COMPENSATED ABSENCES

Administrative employees are entitled to paid sick days and vacation days, depending on job classification, length of service, and other factors. It is impracticable to estimate the amount of compensation for future absences, and, accordingly, no liability has been recorded in the accompanying financial statements. It is the policy of AQS to recognize the cost of compensated absences when actually used by the employees.

NOTE 6. LONG-TERM DEBT

Long-term debt at June 30, 2011 and 2010 consisted of the following:

	<u>2011</u>	<u>2010</u>
Note payable to the Illinois Facilities Fund, due in monthly installments of \$6,832 including interest at 5.31%, with the final payment due in January, 2019. The note is collateralized by leasehold improvements. The interest rate will be adjusted in accordance with the agreement in August, 2013.	\$ 506,262	\$ 559,807
Note payable to a finance company, due in monthly installments of \$953 including interest at 8.05%, with the final payment due in January, 2014. The note is collateralized by specific equipment.	<u>25,966</u>	<u>-</u>
Total	532,228	559,807
Less current maturities	<u>(66,258)</u>	<u>(62,100)</u>
Net long-term debt	<u>\$ 465,970</u>	<u>\$ 497,707</u>

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2011 AND 2010

Future maturities of long-term debt in years ending June 30 are as follows:

2012	\$	66,258
2013		69,985
2014		68,480
2015		66,185
2016		69,786
Thereafter		<u>191,534</u>
Total	\$	<u>532,228</u>

NOTE 7. LEASING ARRANGEMENTS

AQS conducts its operations from facilities that are leased under noncancelable leases expiring through July, 2021. Rent expense for the years ended June 30, 2011 and 2010 was \$379,293 and \$375,231, respectively.

Future minimum rental payments required under these leases in years ending June 30 are as follows:

2012	\$	483,572
2013		633,696
2014		463,445
2015		458,821
2016		465,300
Thereafter		<u>1,892,997</u>
Total	\$	<u>4,397,831</u>

Austin Business and Entrepreneurship Academy conducted its operations from a school that was leased under a noncancelable lease that expired in June, 2011. Under the terms of the lease, Austin was required to pay rent of \$1 per year plus all operating expenses incurred in the management, operation and maintenance of the school. Rent expense, including operating expenses, for the years ended June 30, 2011 and 2010 was \$658,837 and \$496,259, respectively.

NOTE 8. EMPLOYEE BENEFIT PLAN

Employees of AQS may participate in an Internal Revenue Code Section 403(b) retirement savings plan. The plan is funded solely by employee contributions pursuant to a salary reduction agreement.

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2011 AND 2010

NOTE 9. DISCONTINUED OPERATIONS

As discussed in Note 1, the agreement with Chicago Public Schools for operating Austin Business and Entrepreneurship Academy expired June 30, 2011, and was not renewed.

Assets and liabilities to be disposed of comprise the following at June 30, 2011 and 2010:

	<u>2011</u>	<u>2010</u>
Cash	\$ 32,250	\$ 976,803
Accounts receivable	52,461	41,369
Prepaid expenses	34,631	30,452
Property and equipment	<u>-</u>	<u>328,460</u>
Total assets	<u>\$ 119,342</u>	<u>\$ 1,377,084</u>
Accounts payable	\$ -	\$ 10,654
Accrued expenses	102,480	281,325
Due to charter school	<u>9,407</u>	<u>68,499</u>
Total liabilities	<u>\$ 111,887</u>	<u>\$ 360,478</u>

The summarized financial information of discontinued operations for the years ended June 30, 2011 and 2010 is as follows:

	<u>2011</u>	<u>2010</u>
Revenues and support	\$ 3,655,544	\$ 4,736,727
Expenses	<u>4,457,684</u>	<u>4,365,040</u>
Change in net assets before loss on dissolution	(802,140)	371,687
Loss on dissolution	<u>(207,011)</u>	<u>-</u>
Change in net assets	<u>\$ (1,009,151)</u>	<u>\$ 371,687</u>

NOTE 10. SUBSEQUENT EVENTS

Management has evaluated subsequent events through February 8, 2013, which is the date the financial statements were available to be issued.

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2011 AND 2010

In August, 2011, AQS entered into a line of credit agreement with a bank for up to \$300,000. The agreement expired in August, 2012. AQS is currently negotiating terms of a new agreement. AQS continues to operate under the expired terms of the agreement. Interest is payable monthly at a variable rate equal to the lender's index (5.00%) plus 0.50%. The line of credit is collateralized by assets of AQS.

Subsequent to year-end, AQS received loans from three members of the Governing Board totaling \$310,000. The loans accrue interest at 5% and mature in June, 2013.

Subsequent to year-end, AQS entered into a construction agreement totaling \$296,465.

SUPPLEMENTARY INFORMATION

AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2011
WITH COMPARATIVE TOTALS FOR JUNE 30, 2010

	<u>American Quality Schools</u>	<u>Austin Business and Entrepreneurship Academy</u>	<u>Plato Learning Academy</u>
ASSETS			
Current assets:			
Cash	\$ 2,107	\$ 32,250	\$ 664,023
Receivables:			
Accounts	242,242	52,461	54,283
Advances	65,700	-	-
Management fees	150,427	-	-
Notes	-	-	-
Prepaid expenses	<u>50,699</u>	<u>34,631</u>	<u>27,313</u>
Total current assets	<u>511,175</u>	<u>119,342</u>	<u>745,619</u>
Property and equipment	<u>139,055</u>	<u>-</u>	<u>780,161</u>
Other assets:			
Long-term receivables:			
Accounts	56,669	-	-
Management fees	51,344	-	-
Deposits	<u>14,389</u>	<u>-</u>	<u>-</u>
Total other assets	<u>122,402</u>	<u>-</u>	<u>-</u>
Total assets	<u>\$ 772,632</u>	<u>\$ 119,342</u>	<u>\$ 1,525,780</u>

<u>Eliminations</u>	<u>Totals</u>	
	<u>2011</u>	<u>2010</u>
\$ -	\$ 698,380	\$ 1,591,900
(38,531)	310,455	368,334
-	65,700	88,934
-	150,427	110,716
-	-	33,354
<u>-</u>	<u>112,643</u>	<u>83,811</u>
<u>(38,531)</u>	<u>1,337,605</u>	<u>2,277,049</u>
<u>-</u>	<u>919,216</u>	<u>1,376,337</u>
-	56,669	-
-	51,344	-
<u>-</u>	<u>14,389</u>	<u>14,074</u>
<u>-</u>	<u>122,402</u>	<u>14,074</u>
<u>\$ (38,531)</u>	<u>\$ 2,379,223</u>	<u>\$ 3,667,460</u>

(continued)

AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2011
WITH COMPARATIVE TOTALS FOR JUNE 30, 2010

	<u>American Quality Schools</u>	<u>Austin Business and Entrepreneurship Academy</u>	<u>Plato Learning Academy</u>
LIABILITIES AND NET ASSETS			
Current liabilities:			
Checks issued in excess of funds on deposit	\$ 46,064	\$ -	\$ -
Accounts payable	79,310	-	3,036
Accrued expenses	26,590	102,480	172,665
Due to charter schools	33,437	9,407	29,124
Deferred grant revenue	-	-	21,500
Current portion of accrued lawsuit settlement	90,000	-	-
Current portion of long-term debt	<u>9,800</u>	<u>-</u>	<u>56,458</u>
Total current liabilities	<u>285,201</u>	<u>111,887</u>	<u>282,783</u>
Long-term liabilities:			
Accrued lawsuit, less current portion	298,000	-	-
Long-term debt, less current portion	<u>16,166</u>	<u>-</u>	<u>449,804</u>
Total long-term liabilities	<u>314,166</u>	<u>-</u>	<u>449,804</u>
Total liabilities	599,367	111,887	732,587
Net assets:			
Unrestricted	<u>173,265</u>	<u>7,455</u>	<u>793,193</u>
Total liabilities and net assets	<u>\$ 772,632</u>	<u>\$ 119,342</u>	<u>\$ 1,525,780</u>

<u>Eliminations</u>	<u>Totals</u>	
	<u>2011</u>	<u>2010</u>
\$ -	\$ 46,064	\$ -
-	82,346	157,120
-	301,735	439,685
(38,531)	33,437	-
-	21,500	22,895
-	90,000	-
-	<u>66,258</u>	<u>62,100</u>
<u>(38,531)</u>	<u>641,340</u>	<u>681,800</u>
-	298,000	-
-	<u>465,970</u>	<u>497,707</u>
-	<u>763,970</u>	<u>497,707</u>
(38,531)	1,405,310	1,179,507
-	<u>973,913</u>	<u>2,487,953</u>
<u>\$ (38,531)</u>	<u>\$ 2,379,223</u>	<u>\$ 3,667,460</u> (concluded)

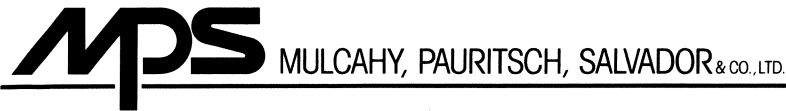
AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2011
WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2010

	<u>American Quality Schools</u>	<u>Austin Business and Entrepreneurship Academy</u>	<u>Plato Learning Academy</u>
Revenues and support:			
Chicago Public Schools:			
Per capita tuition and other funds	\$ -	\$ -	\$ 2,515,236
Special services	111,500	-	200,226
Other	24,823	-	-
Grants	-	-	28,295
Management fees and other fee revenue	4,103,475	-	-
Student fees	-	-	223,870
Contributions	-	-	30,461
Interest income	-	-	1,603
Other	<u>13,259</u>	<u>-</u>	<u>10,764</u>
Total revenues and support	<u>4,253,057</u>	<u>-</u>	<u>3,010,455</u>
Expenses:			
Program services	1,658,335	-	2,398,396
Supporting services	<u>3,159,600</u>	<u>-</u>	<u>552,070</u>
Total expenses	<u>4,817,935</u>	<u>-</u>	<u>2,950,466</u>
Change in net assets from continuing operations	(564,878)	-	59,989
Discontinued operations:			
Income (loss) from operations of discontinued component, including loss on liquidation in 2011 of \$270,422	<u>-</u>	<u>(1,009,151)</u>	<u>-</u>
Change in net assets	(564,878)	(1,009,151)	59,989
Net assets at beginning of year	<u>738,143</u>	<u>1,016,606</u>	<u>733,204</u>
Net assets at end of year	<u>\$ 173,265</u>	<u>\$ 7,455</u>	<u>\$ 793,193</u>

<u>Eliminations</u>	<u>Totals</u>	
	<u>2011</u>	<u>2010</u>
\$ -	\$ 2,515,236	\$ 2,405,832
-	311,726	107,745
-	24,823	-
-	28,295	254,146
(509,896)	3,593,579	3,115,556
-	223,870	216,710
-	30,461	65,000
-	1,603	10,014
-	<u>24,023</u>	<u>50,496</u>
<u>(509,896)</u>	<u>6,753,616</u>	<u>6,225,499</u>
(63,411)	3,993,320	3,067,025
<u>(173,707)</u>	<u>3,537,963</u>	<u>3,701,699</u>
<u>(237,118)</u>	<u>7,531,283</u>	<u>6,768,724</u>
(272,778)	(777,667)	(543,225)
<u>272,778</u>	<u>(736,373)</u>	<u>787,580</u>
-	(1,514,040)	244,355
-	<u>2,487,953</u>	<u>2,243,598</u>
<u>\$ -</u>	<u>\$ 973,913</u>	<u>\$ 2,487,953</u>

AMERICAN QUALITY SCHOOLS CORPORATION
SCHEDULES OF EXPENSES
YEARS ENDED JUNE 30, 2011 AND 2010

	<u>2011</u>	<u>2010</u>
Salaries	\$ 4,636,619	\$ 4,379,561
Benefits	725,139	748,798
Books and supplies	78,106	121,935
Consulting	2,800	31,755
Depreciation	212,888	204,216
Insurance	25,595	29,570
Interest	29,975	31,197
Marketing	54,410	38,897
Miscellaneous	4,877	1,205
Occupancy	386,243	358,407
Office	171,593	131,972
Postage	10,784	12,445
Professional fees	506,457	48,873
Repairs and maintenance	161,792	151,089
Student activities	312,271	259,868
Telephone	54,980	51,416
Travel and conferences	113,654	121,961
Utilities	<u>43,100</u>	<u>45,559</u>
Total expenses	<u>\$ 7,531,283</u>	<u>\$ 6,768,724</u>



Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

We have audited the financial statements of American Quality Schools Corporation (a nonprofit organization), as of and for the year ended June 30, 2011, and have issued our report thereon dated February 8, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

Management of American Quality Schools Corporation is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered American Quality Schools Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of American Quality Schools Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of American Quality Schools Corporation's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as described below, we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses and another deficiency that we consider to be a significant deficiency.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described below to be material weaknesses.



During our testing, we noted numerous instances in which accounts payable cut-off procedures recorded invoices in the wrong period, including the recording of the same credit card invoices twice.

Management's response:

Proper month-end cutoff procedures have been put in place which should alleviate this problem going forward.

During our audit, we noted that the payroll functions are not properly segregated. Additionally, payroll is not reviewed and approved by appropriate personnel.

Management's response:

Management has taken steps to ensure that a proper system of checks and balances are in place. Specifically, a new professional payroll manager was hired who reports directly to the Director-Human Resources. In addition, all payrolls for AQS Corporate as well as the individual schools are independently reviewed by accounting staff prior to submission to ADP for processing. The result has been a marked improvement in the payroll processing function, and the number of errors noted in the school payrolls has dropped significantly. Overtime cannot be paid to any corporate staff without the express written approval of an individual's immediate supervisor.

The completion of the audit was delayed because supporting schedules were not completed and provided on a timely basis. As a consequence, American Quality Schools Corporation did not meet its November 1, 2011 audit reporting due date.

Management's response:

As a result of staff turnover, and an over-reliance on an outside consultant to oversee the affairs of the AQS accounting department, AQS became delinquent in not only its audit, but those of several AQS schools as well. AQS has since hired a professional finance executive from the private sector who has been working to get all audits caught up. In addition, the accounting consultant has been terminated and AQS internal accounting staff has been bolstered and improved via the hiring of additional qualified staff and termination of non-performers.

During our testing of the bank reconciliations, we noted a \$100,000 deposit in transit that did not clear the bank until July 20, 2011. Upon further testing, it was discovered that this deposit was improperly recorded in the general ledger for the year ended June 30, 2011. A material audit adjustment was required to correct \$100,000 overstatements of cash and notes payable.

Management's response:

A \$100,000 payment was anticipated and scheduled to be received in June, 2011 based on discussions with the payor. The actual payment was not made until July, 2011. The recording of the transaction was in error. Procedures have been put into place to ensure cash transactions are not recorded until received or a receivable is not booked until a contract is finalized.

Journal entries prepared and recorded are not reviewed and approved by appropriate personnel.

Management's response:

Although journal entries have not been traditionally reviewed and approved prior to entry into the books of account, a compensating control in place is the monthly review of the financial statements relative to budget and prior year between the VP-Finance and Controller of AQS.

Cut-off procedures did not record a \$388,000 accrual to the proper period. This resulted in an understatement of accrued expenses.

Management's response:

Proper month-end cutoff procedures have been put in place which should alleviate this problem going forward.

A *significant deficiency* is a deficiency or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiency described below to be a significant deficiency.

Accrued paid time off is not formally tracked and approved.

Management's response:

Management will be implementing a reporting and tracking system in the near future.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether American Quality Schools Corporation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

American Quality Schools Corporation's responses to the findings identified in our audit are described above. We did not audit American Quality Schools Corporation's responses and, accordingly, we express no opinion on them.

This report is intended solely for the information and use of management, the Governing Board, others within the entity, and Chicago Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

Mulsahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
February 8, 2013



Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH
REQUIREMENTS OF APPLICABLE LAWS AND REGULATIONS
PRESCRIBED BY ADMINISTERING AGENCY**

We have examined American Quality Schools Corporation's compliance with the types of compliance requirements provided by its administering agency, the Chicago Public Schools, which are applicable to the American Quality Schools Corporation's Austin Business and Entrepreneurship Academy High School and Plato Learning Academy. The Chicago Public Schools provided the compliance requirements subject to examination in a memorandum dated June 17, 2011. Compliance with requirements of applicable laws and regulations prescribed by the administering agency is the responsibility of management. Our responsibility is to express an opinion on American Quality Schools Corporation's compliance based on our examination.

The applicable laws and regulations that were tested included the following, as applicable:

- Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database & Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 & 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)
- Administering Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Physical Fitness Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*)
- Conformance with the following sections of your Contract School Agreement (the "Agreement"):
 - Section 4. Enrollment - an enrollment process and lottery;
 - Section 4. Governance and Operation - the school's governance structure;
 - Section 5. Maintenance of Corporate Status and Good Standing;
 - Section 5. Facility - the school's facility and ADA compliance;
 - Section 6. Management and Financial Controls;
 - Exhibit B. Insurance Requirements - maintenance of required insurance coverage;
- Single Audit Act Amendments of 1996 (31 U.S.C. 7501-07), OMB Circular A-133 and OMB Compliance Supplements.



Our examination of compliance was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about American Quality Schools Corporation's compliance with the requirements described above and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on American Quality Schools Corporation's compliance with specific requirements.

In our opinion, American Quality Schools Corporation complied, in all material respects, with the Chicago Public Schools' requirements referred to above for the year ended June 30, 2011.

This report is intended solely for the information and use of management, the Governing Board, and Chicago Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

Mulsahy, Parvitsch, Salvador & Co., Ltd.

February 8, 2013
Orland Park, Illinois

AMERICAN QUALITY SCHOOLS CORPORATION
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012

AMERICAN QUALITY SCHOOLS CORPORATION
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012

CONTENTS

	<u>Page</u>
Advisory Board	1
Organization Chart	2
Independent Auditor's Report	3 - 4
Statements of Financial Position	5 - 6
Statements of Activities	7
Statements of Cash Flows	8
Notes to Financial Statements	9 - 14
Supplementary Information:	
Combining Statement of Financial Position	15 - 18
Combining Statement of Activities	19 - 20
Schedules of Expenses	21
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	22 - 23
Independent Auditor's Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency	24 - 25

**AMERICAN QUALITY SCHOOLS CORPORATION
ADVISORY BOARD
JUNE 30, 2012**

Dr. Michael Bakalis

Vito Bianco

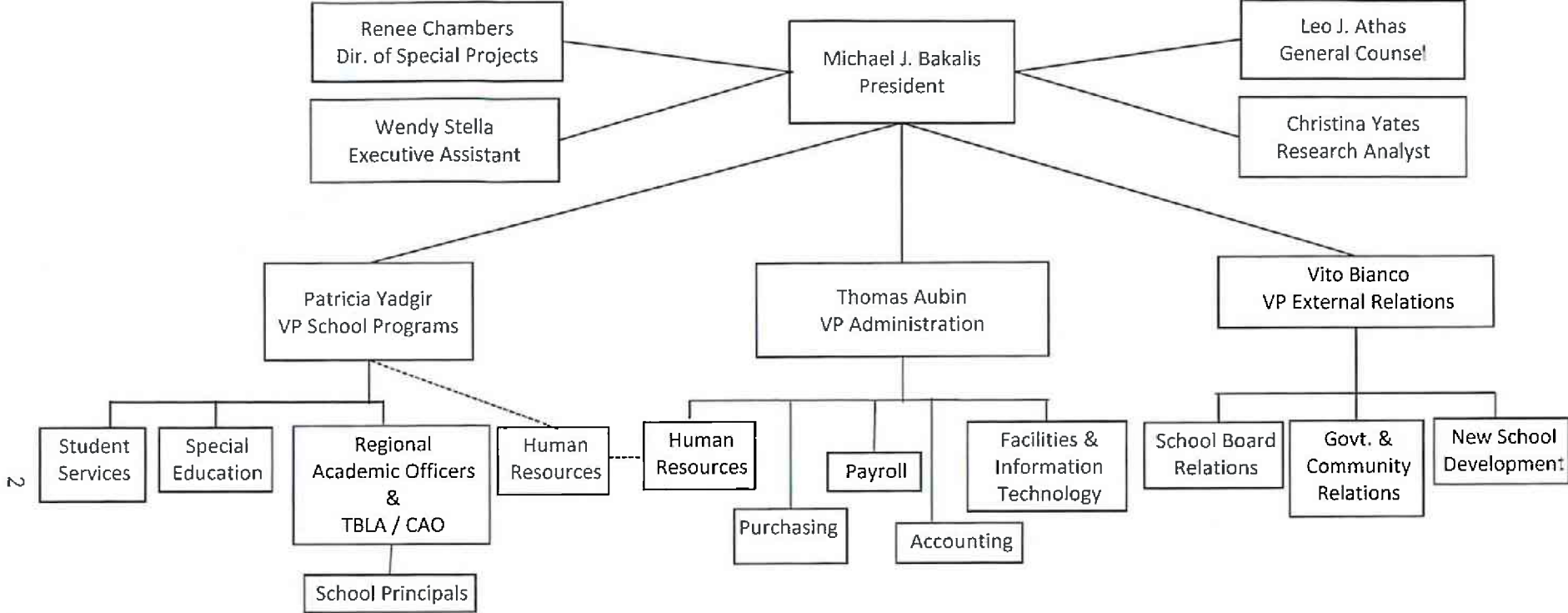
Reverend Lewis Flowers

Marlene Golembo

George Nassos

Pam Paul

Thomas Pekras





Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying statements of financial position of American Quality Schools Corporation (a nonprofit organization) as of June 30, 2012 and 2011, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of American Quality Schools Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of American Quality Schools Corporation as of June 30, 2012 and 2011, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated TBD, on our consideration of American Quality Schools Corporation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Mulcahy, Rautsch, Salvador & Co., Ltd.

Orland Park, Illinois
July 5, 2013

STATEMENTS OF FINANCIAL POSITION

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2012 AND 2011

ASSETS	<u>2012</u>	<u>2011</u>
Current assets:		
Cash	\$ 213,474	\$ 698,380
Receivables:		
Accounts	430,933	310,455
Advances	-	65,700
Management fees	224,895	150,427
Prepaid expenses	<u>117,670</u>	<u>112,643</u>
Total current assets	<u>986,972</u>	<u>1,337,605</u>
Property and equipment	<u>1,668,533</u>	<u>919,216</u>
Other assets:		
Long-term receivables:		
Accounts	-	56,669
Management fees	-	51,344
Deposits	<u>34,466</u>	<u>14,389</u>
Total other assets	<u>34,466</u>	<u>122,402</u>
 Total assets	 <u><u>\$ 2,689,971</u></u>	 <u><u>\$ 2,379,223</u></u>

See notes to financial statements.

LIABILITIES AND NET ASSETS	<u>2012</u>	<u>2011</u>
Current liabilities:		
Checks written in excess of funds on deposit	\$ -	\$ 46,064
Accounts payable	182,707	82,346
Accrued expenses	362,415	301,735
Due to charter schools	63,867	33,437
Deferred grant revenue	-	21,500
Line of credit	40,000	-
Current portion of accrued lawsuit settlement	45,000	90,000
Current portion of long-term debt	<u>132,733</u>	<u>66,258</u>
Total current liabilities	<u>826,722</u>	<u>641,340</u>
Long-term liabilities:		
Accrued lawsuit settlement, less current portion	253,000	298,000
Long-term debt, less current portion	<u>1,444,860</u>	<u>465,970</u>
Total long-term liabilities	<u>1,697,860</u>	<u>763,970</u>
Total liabilities	2,524,582	1,405,310
Net assets:		
Unrestricted	<u>165,389</u>	<u>973,913</u>
Total liabilities and net assets	<u>\$ 2,689,971</u>	<u>\$ 2,379,223</u>

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
Revenues and support:		
Chicago Public Schools:		
Per capita tuition and other funds	\$ 2,992,026	\$ 2,515,236
Special services	268,552	311,726
Other	31,002	24,823
Grants	21,500	28,295
Management fees and other fee revenue	2,714,496	3,593,579
Student fees	325,026	223,870
Contributions	-	30,461
Other	<u>101,095</u>	<u>25,626</u>
Total revenues and support	<u>6,453,697</u>	<u>6,753,616</u>
Expenses:		
Program services	4,252,630	3,993,320
Supporting services	<u>3,009,591</u>	<u>3,537,963</u>
Total expenses	<u>7,262,221</u>	<u>7,531,283</u>
Change in net assets from continuing operations	(808,524)	(777,667)
Discontinued operations:		
Loss from operations of discontinued component, including loss on liquidation of \$270,422	<u>-</u>	<u>(736,373)</u>
Change in net assets	(808,524)	(1,514,040)
Net assets at beginning of year	<u>973,913</u>	<u>2,487,953</u>
Net assets at end of year	<u>\$ 165,389</u>	<u>\$ 973,913</u>

See notes to financial statements.

AMERICAN QUALITY SCHOOLS CORPORATION
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
Cash flows from operating activities:		
Change in net assets	\$ (808,524)	\$ (1,514,040)
Adjustments to reconcile change in net assets to net cash used by operating activities:		
Depreciation	240,017	330,577
Gain on sale of equipment	(5,793)	-
Loss on liquidation	-	270,422
Write-off of note receivable from related party	-	33,354
Effects of changes in operating assets and liabilities:		
Receivables	(86,933)	(66,611)
Prepaid expenses	(5,027)	(28,832)
Deposits	(20,077)	(315)
Accounts payable and accrued expenses	61,341	175,276
Deferred grant revenue	<u>(21,500)</u>	<u>(1,395)</u>
Net cash used by operating activities	<u>(646,496)</u>	<u>(801,564)</u>
Cash flows from investing activities:		
Collection of advances receivable	65,700	-
Proceeds from sale of equipment	13,000	-
Purchases of property and equipment	<u>(172,283)</u>	<u>(113,478)</u>
Net cash used by investing activities	<u>(93,583)</u>	<u>(113,478)</u>
Cash flows from financing activities:		
Increase (decrease) in checks issued in excess of funds on deposit	(46,064)	46,064
Proceeds from line of credit	40,000	-
Increase in amounts due to charter schools	30,430	33,437
Proceeds from long-term debt	310,000	-
Principal repayments of long-term debt	<u>(79,193)</u>	<u>(57,979)</u>
Net cash provided by financing activities	<u>255,173</u>	<u>21,522</u>
Net decrease in cash	(484,906)	(893,520)
Cash at beginning of year	<u>698,380</u>	<u>1,591,900</u>
Cash at end of year	<u>\$ 213,474</u>	<u>\$ 698,380</u>

See notes to financial statements.

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2012 AND 2011

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

American Quality Schools Corporation (AQS) was established to organize, operate and manage college preparatory K - 12 charter and contract schools. AQS operates Plato Learning Academy under a contract with the Board of Education of the City of Chicago, Illinois (Chicago Public Schools). The majority of the school's revenue and support comes from Chicago Public Schools through per student fees, grants and other revenue. The agreement with Chicago Public Schools for operating Austin Business and Entrepreneurship Academy expired June 30, 2011, and was not renewed.

In addition to operating Plato Learning Academy, AQS manages two schools in Illinois, seven in Indiana, and one in Missouri under annual agreements.

Quality School Maintenance Corporation (QSM), a division of AQS, was created during the year ended June 30, 2012. QSM provides cleaning and maintenance services to educational institutions including charter, private, parochial schools and private colleges and universities in the greater Chicago and Metropolitan Northwest Indiana areas.

B. Basis of Accounting

The financial statements of AQS have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

C. Cash

For purposes of the statement of cash flows, AQS considers all short-term debt securities purchased with a maturity of three months or less to be cash equivalents.

The bank account balances, at times, exceed federally insured limits. AQS has not experienced any losses on such accounts.

D. Accounts and Management Fees Receivable

AQS extends credit to Chicago Public Schools and the other schools that it manages, generally without collateral. Accounts and management fees receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of AQS, known and inherent risks of the payors comprising the accounts and management fees receivable balances, adverse situations that may affect the payor's ability to pay, and current economic conditions. Accounts and management fees receivable are charged off when management deems the balance to be uncollectible.

**AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2012 AND 2011**

Based on a review of outstanding receivables, management determined that an allowance for doubtful accounts was not necessary at June 30, 2012 and 2011.

E. Property and Equipment

Property and equipment are stated at cost or, if donated, at the estimated fair value upon receipt. It is the policy of AQS to generally capitalize items with a cost or estimated fair value in excess of \$1,000. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

F. Contributed Services

Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received. AQS recognized \$500 and \$55,180 of contribution income for student services performed by Chicago Public Schools nurses, social workers, psychologists and therapists for the years ended June 30, 2012 and 2011, respectively.

G. Financial Statement Presentation

AQS reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. Contributions received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. As of June 30, 2012 and 2011, all net assets are considered unrestricted.

H. Income Taxes

AQS is a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The federal Return of Organization Exempt from Income Tax (Form 990) of AQS is subject to examination by the Internal Revenue Service, generally for three years after the date it was filed.

I. Functional Allocation of Expenses

Salaries and related employee expenses are allocated to program and supporting service functions based on actual time employees spend on each function. The remaining expenses are specifically allocated whenever practical, or are allocated based on salaries or space utilization.

J. Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2012 AND 2011**

K. Date of Management's Review

Management has evaluated subsequent events through July 5, 2013, which is the date the financial statements were available to be issued.

NOTE 2. CASH FLOW INFORMATION

Cash paid for interest during the years ended June 30, 2012 and 2011 was \$54,418 and \$29,975, respectively.

During the years ended June 30, 2012 and 2011, AQS had noncash investing and financing transactions of \$814,558 and \$30,400, respectively, related to purchases of property and equipment that were financed with long-term debt.

NOTE 3. PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2012 and 2011 was comprised of the following:

	<u>2012</u>	<u>2011</u>
Equipment	\$ 1,333,296	\$ 983,923
Leasehold improvements	1,320,613	698,880
Less accumulated depreciation	<u>(985,376)</u>	<u>(763,587)</u>
Net property and equipment	<u>\$ 1,668,533</u>	<u>\$ 919,216</u>

NOTE 4. ACCRUED LAWSUIT SETTLEMENT

During the year ended June 30, 2011, AQS entered into a settlement agreement that is payable through October, 2039. The outstanding balance due at June 30, 2012 and 2011 was \$298,000 and \$388,000, respectively.

Future settlement payments required under the agreement in years ending June 30 are as follows:

2013	\$ 45,000
2014	45,000
2015	8,000
2016	8,000
2017	8,000
Thereafter	<u>184,000</u>
Total	<u>\$ 298,000</u>

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2012 AND 2011

NOTE 5. LINE OF CREDIT

AQS entered into a line of credit agreement with a bank for up to \$300,000. The agreement expired in August, 2012. AQS is currently negotiating terms of a new agreement. AQS continues to operate under the expired terms of the agreement. Interest is payable monthly at a variable rate equal to the lender's index (5.00%) plus 0.50% with a floor of 5.50%. The line of credit is collateralized by assets of AQS. The outstanding balance due at June 30, 2012 was \$40,000.

NOTE 6. LONG-TERM DEBT

Long-term debt at June 30, 2012 and 2011 consisted of the following:

	<u>2012</u>	<u>2011</u>
Note payable to the Illinois Facility Fund, due in monthly installments of \$4,115 including interest at 5%, with the final payment due in November, 2027. The note is collateralized by leasehold improvements. The note allows for borrowings up to \$700,000. Subsequent to the year ended June 30, 2012, an additional \$184,000 was borrowed.	\$ 514,558	\$ -
Note payable to the Illinois Facility Fund, due in monthly installments of \$6,832 including interest at 5.31%, with the final payment due in January, 2019. The note is collateralized by leasehold improvements. The interest rate will be adjusted in accordance with the agreement in August, 2013.	454,624	506,262
Uncollateralized notes payable to three members of the governing board with an interest rate of 5%, payable upon maturity. The outstanding accrued interest and principal balance is due June 1, 2015. Accrued interest at June 30, 2012 and 2011 was \$14,208 and \$0, respectively.	310,000	-
Note payable to the Illinois Facility Fund, due in monthly installments of \$5,661 including interest at 5%, with the final payment due in February, 2017. The note is collateralized by equipment, furnishings, and fixtures purchased with the loan.	282,244	-
Note payable to a finance company, due in monthly installments of \$953 including interest at 8.05%, with the final payment due in January, 2014. The note is collateralized by specific equipment.	<u>16,167</u>	<u>25,966</u>
Total	<u>\$ 1,577,593</u>	<u>\$ 532,228</u>

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2012 AND 2011

Future maturities of long-term debt in years ending June 30 are as follows:

2013	\$	132,733
2014		150,712
2015		462,621
2016		160,644
2017		146,300
Thereafter		<u>524,583</u>
Total	\$	<u>1,577,593</u>

Interest expense for the years ended June 30, 2012 and 2011 was \$68,626 and \$29,975, respectively.

NOTE 7. LEASING ARRANGEMENTS

AQS conducts its operations from facilities that are leased under noncancelable leases expiring through July, 2021. Rent expense for the years ended June 30, 2012 and 2011 was \$611,737 and \$379,293, respectively.

Future minimum rental payments required under these leases in years ending June 30 are as follows:

2013	\$	587,669
2014		463,445
2015		458,821
2016		465,300
2017		473,167
Thereafter		<u>1,419,828</u>
Total	\$	<u>3,868,230</u>

NOTE 8. EMPLOYEE BENEFIT PLAN

Employees of AQS may participate in an Internal Revenue Code Section 403(b) retirement savings plan. The plan is funded solely by employee contributions pursuant to a salary reduction agreement.

NOTE 9. DISCONTINUED OPERATIONS

As discussed in Note 1, the agreement with Chicago Public Schools for operating Austin Business and Entrepreneurship Academy expired June 30, 2011, and was not renewed.

AMERICAN QUALITY SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2012 AND 2011

Assets and liabilities to be disposed of comprise the following at June 30, 2012 and 2011:

	<u>2012</u>	<u>2011</u>
Cash	\$ -	\$ 32,250
Accounts receivable	-	52,461
Prepaid expenses	<u>-</u>	<u>34,631</u>
Total assets	<u>\$ -</u>	<u>\$ 119,342</u>
Accounts payable	\$ -	\$ -
Accrued expenses	-	102,480
Due to charter school	<u>-</u>	<u>9,407</u>
Total liabilities	<u>\$ -</u>	<u>\$ 111,887</u>

The summarized financial information of discontinued operations for the years ended June 30, 2012 and 2011 is as follows:

	<u>2012</u>	<u>2011</u>
Revenues and support	\$ -	\$ 3,655,544
Expenses	<u>-</u>	<u>4,121,495</u>
Change in net assets before loss on dissolution	-	(465,951)
Loss on liquidation	<u>-</u>	<u>(270,422)</u>
Change in net assets	<u>\$ -</u>	<u>\$ (736,373)</u>

SUPPLEMENTARY INFORMATION

AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2012
WITH COMPARATIVE TOTALS FOR JUNE 30, 2011

	American Quality Schools	Quality School Maintenance Corporation	Plato Learning Academy
ASSETS			
Current assets:			
Cash	\$ 9,200	\$ 39,029	\$ 165,245
Receivables:			
Accounts	435,124	-	78,990
Advances	-	-	-
Management fees	224,895	-	-
Prepaid expenses	16,139	-	101,531
Total current assets	685,358	39,029	345,766
Property and equipment	107,697	-	1,560,836
Other assets:			
Long-term receivables:			
Accounts	-	-	-
Management fees	-	-	-
Deposits	14,389	-	20,077
Total other assets	14,389	-	20,077
Total assets	\$ 807,444	\$ 39,029	\$ 1,926,679

<u>Eliminations</u>	<u>Totals</u>	
	<u>2012</u>	<u>2011</u>
\$ -	\$ 213,474	\$ 698,380
(83,181)	430,933	310,455
-	-	65,700
-	224,895	150,427
<u>-</u>	<u>117,670</u>	<u>112,643</u>
<u>(83,181)</u>	<u>986,972</u>	<u>1,337,605</u>
<u>-</u>	<u>1,668,533</u>	<u>919,216</u>
-	-	56,669
-	-	51,344
<u>-</u>	<u>34,466</u>	<u>14,389</u>
<u>-</u>	<u>34,466</u>	<u>122,402</u>
<u>\$ (83,181)</u>	<u>\$ 2,689,971</u>	<u>\$ 2,379,223</u>

(continued)

AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2012
WITH COMPARATIVE TOTALS FOR JUNE 30, 2011

	<u>American Quality Schools</u>	<u>Quality School Maintenance Corporation</u>	<u>Plato Learning Academy</u>
LIABILITIES AND NET ASSETS			
Current liabilities:			
Checks issued in excess of funds on deposit	\$ -	\$ -	\$ -
Accounts payable	98,123	49,274	118,491
Accrued expenses	17,321	-	345,094
Due to charter schools	20,686	-	43,181
Deferred grant revenue	-	-	-
Line of credit	40,000	-	-
Current portion of accrued lawsuit settlement	45,000	-	-
Current portion of long-term debt	<u>10,455</u>	<u>-</u>	<u>122,278</u>
Total current liabilities	<u>231,585</u>	<u>49,274</u>	<u>629,044</u>
Long-term liabilities:			
Accrued lawsuit settlement, less current portion	253,000	-	-
Long-term debt, less current portion	<u>315,712</u>	<u>-</u>	<u>1,129,148</u>
Total long-term liabilities	<u>568,712</u>	<u>-</u>	<u>1,129,148</u>
Total liabilities	800,297	49,274	1,758,192
Net assets:			
Unrestricted	<u>7,147</u>	<u>(10,245)</u>	<u>168,487</u>
Total liabilities and net assets	<u>\$ 807,444</u>	<u>\$ 39,029</u>	<u>\$ 1,926,679</u>

<u>Eliminations</u>	<u>Totals</u>	
	<u>2012</u>	<u>2011</u>
\$ -	\$ -	\$ 46,064
(83,181)	182,707	82,346
-	362,415	301,735
-	63,867	33,437
-	-	21,500
-	40,000	-
-	45,000	90,000
-	<u>132,733</u>	<u>66,258</u>
<u>(83,181)</u>	<u>826,722</u>	<u>641,340</u>
-	253,000	298,000
-	<u>1,444,860</u>	<u>465,970</u>
-	<u>1,697,860</u>	<u>763,970</u>
(83,181)	2,524,582	1,405,310
-	<u>165,389</u>	<u>973,913</u>
<u>\$ (83,181)</u>	<u>\$ 2,689,971</u>	<u>\$ 2,379,223</u> (concluded)

AMERICAN QUALITY SCHOOLS CORPORATION
COMBINING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2012
WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2011

	<u>American Quality Schools</u>	<u>Quality School Maintenance Corporation</u>	<u>Plato Learning Academy</u>
Revenues and support:			
Chicago Public Schools:			
Per capita tuition and other funds	\$ -	\$ -	\$ 2,992,026
Special services	127,292	-	141,260
Other	31,002	-	-
Grants	-	-	21,500
Management fees and other fee revenue	2,699,577	458,414	-
Student fees	-	-	325,026
Contributions	-	-	-
Other	<u>49,881</u>	<u>-</u>	<u>51,214</u>
Total revenues and support	<u>2,907,752</u>	<u>458,414</u>	<u>3,531,026</u>
Expenses:			
Program services	662,038	412,250	3,390,847
Supporting services	<u>2,419,287</u>	<u>56,409</u>	<u>764,885</u>
Total expenses	<u>3,081,325</u>	<u>468,659</u>	<u>4,155,732</u>
Change in net assets from continuing operations	(173,573)	(10,245)	(624,706)
Discontinued operations:			
Loss from operations of discontinued component, including loss on liquidation of \$270,422	<u>-</u>	<u>-</u>	<u>-</u>
Change in net assets	(173,573)	(10,245)	(624,706)
Net assets at beginning of year	<u>180,720</u>	<u>-</u>	<u>793,193</u>
Net assets at end of year	<u>\$ 7,147</u>	<u>\$ (10,245)</u>	<u>\$ 168,487</u>

<u>Eliminations</u>	<u>Totals</u>	
	<u>2012</u>	<u>2011</u>
\$ -	\$ 2,992,026	\$ 2,515,236
-	268,552	311,726
-	31,002	24,823
-	21,500	28,295
(443,495)	2,714,496	3,593,579
-	325,026	223,870
-	-	30,461
-	<u>101,095</u>	<u>25,626</u>
<u>(443,495)</u>	<u>6,453,697</u>	<u>6,753,616</u>
(212,505)	4,252,630	3,993,320
<u>(230,990)</u>	<u>3,009,591</u>	<u>3,537,963</u>
<u>(443,495)</u>	<u>7,262,221</u>	<u>7,531,283</u>
-	(808,524)	(777,667)
-	-	(736,373)
-	(808,524)	(1,514,040)
-	<u>973,913</u>	<u>2,487,953</u>
<u>\$ -</u>	<u>\$ 165,389</u>	<u>\$ 973,913</u>

AMERICAN QUALITY SCHOOLS CORPORATION
SCHEDULES OF EXPENSES
YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
Salaries	\$ 3,830,648	\$ 4,636,619
Benefits	720,657	725,139
Books and supplies	216,726	78,106
Consulting	19,464	2,800
Depreciation	240,017	212,888
Insurance	39,686	25,595
Interest	68,626	29,975
Marketing	11,908	54,410
Miscellaneous	71,526	4,877
Occupancy	611,737	386,243
Office	149,963	171,593
Postage	9,243	10,784
Professional fees	124,489	506,457
Repairs and maintenance	509,774	161,792
Student activities	451,257	312,271
Telephone	53,478	54,980
Travel and conferences	61,686	113,654
Utilities	<u>71,336</u>	<u>43,100</u>
Total expenses	<u>\$ 7,262,221</u>	<u>\$ 7,531,283</u>



Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

We have audited the financial statements of American Quality Schools Corporation (a nonprofit organization), as of and for the year ended June 30, 2012, and have issued our report thereon dated July 5, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

Management of American Quality Schools Corporation is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered American Quality Schools Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of American Quality Schools Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of American Quality Schools Corporation's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as described below, we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described below to be material weaknesses.

American Quality Schools Corporation did not close their accounting records for fiscal year 2012 in a timely manner. As a consequence, American Quality Schools Corporation did not meet its November 1, 2012 audit reporting due date.



Management's response:

As a result of staff turnover, and an over-reliance on an outside consultant to oversee the affairs of the AQS accounting department, AQS became delinquent in not only its audit, but those of several AQS schools as well. AQS has since hired a professional finance executive from the private sector who has been working to get all audits caught up. In addition, the accounting consultant has been terminated and AQS internal accounting staff has been bolstered and improved via the hiring of additional qualified staff and termination of non-performers.

Journal entries prepared and recorded do not show evidence that they are reviewed and approved by appropriate personnel.

Management's response:

Although journal entries have not been traditionally reviewed and approved prior to entry into the books of account, a compensating control in place is the monthly review of the financial statements relative to budget and prior year between the VP-Finance and Controller of AQS.

A prior year audit adjustment to record an accrual was not recognized. This resulted in a \$343,000 understatement of accrued expenses.

Management's response:

Audit adjustments will be recorded going forward.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether American Quality Schools Corporation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

American Quality Schools Corporation's responses to the findings identified in our audit are described above. We did not audit American Quality Schools Corporation's responses and, accordingly, we express no opinion on them.

This report is intended solely for the information and use of management, the Governing Board, others within the entity, and Chicago Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

Mulcahy, Pawlitsch, Salvetti & Co., Ltd

Orland Park, Illinois
July 5, 2013



Certified Public Accountants/
Business and Personal Consultants

To the Governing Board of
American Quality Schools Corporation
Chicago, Illinois

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH
REQUIREMENTS OF APPLICABLE LAWS AND REGULATIONS
PRESCRIBED BY ADMINISTERING AGENCY**

We have examined American Quality Schools Corporation's compliance with the types of compliance requirements provided by its administering agency, the Chicago Public Schools, which are applicable to the American Quality Schools Corporation's Plato Learning Academy. The Chicago Public Schools provided the compliance requirements subject to examination in a memorandum dated July, 2012. Compliance with requirements of applicable laws and regulations prescribed by the administering agency is the responsibility of management. Our responsibility is to express an opinion on American Quality Schools Corporation's compliance based on our examination.

The applicable laws and regulations that were tested included the following, as applicable:

- Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database & Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 & 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)
- Administering Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Physical Fitness Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*)
- Conformance with the following sections of your Contract School Agreement (the "Agreement"):
 - Section 4. Enrollment - an enrollment process and lottery;
 - Section 4. Governance and Operation - the school's governance structure;
 - Section 5. Maintenance of Corporate Status and Good Standing;
 - Section 5. Facility - the school's facility and ADA compliance;
 - Section 6. Management and Financial Controls;
 - Exhibit B. Insurance Requirements - maintenance of required insurance coverage;
- Single Audit Act Amendments of 1996 (31 U.S.C. 7501-07), OMB Circular A-133 and OMB Compliance Supplements.



Our examination of compliance was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about American Quality Schools Corporation's compliance with the requirements described above and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on American Quality Schools Corporation's compliance with specific requirements.

In our opinion, American Quality Schools Corporation complied, in all material respects, with the Chicago Public Schools' requirements referred to above for the year ended June 30, 2012.

This report is intended solely for the information and use of management, the Governing Board, and Chicago Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

Mulcahy, Pawltsch, Salvatori & Co., LLC

Orland Park, Illinois
July 5, 2013

Form **990**

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)
▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

Department of the Treasury
Internal Revenue Service

A For the 2011 calendar year, or tax year beginning 07/01/11, **and ending** 06/30/12


B Check if applicable: <input checked="" type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input checked="" type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization AMERICAN QUALITY SCHOOLS CORP. Doing Business As Number and street (or P.O. box if mail is not delivered to street address) Room/suite 910 W. VAN BUREN STREET City or town, state or country, and ZIP + 4 CHICAGO IL 60607	D Employer identification number 36-4298732 E Telephone number 312-226-3355 G Gross receipts \$ 6,453,697
F Name and address of principal officer: DR. MICHAEL BAKALIS 910 W. VAN BUREN STREET CHICAGO IL 60607		H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ N/A		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 1999 M State of legal domicile: IL


Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: OPERATION OF CHARTER SCHOOLS.			
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.			
	3 Number of voting members of the governing body (Part VI, line 1a)	3	7	
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	7	
	5 Total number of individuals employed in calendar year 2011 (Part V, line 2a)	5	120	
	6 Total number of volunteers (estimate if necessary)	6	0	
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0	
b Net unrelated business taxable income from Form 990-T, line 34	7b	0		
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year	
	9 Program service revenue (Part VIII, line 2g)	6,697,529	6,352,602	
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0	0	
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	1,603	569	
	12 Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	6,753,616	6,453,697	
	Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1–3)	0	0
14 Benefits paid to or for members (Part IX, column (A), line 4)		0	0	
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)		5,361,758	4,551,305	
16a Professional fundraising fees (Part IX, column (A), line 11e)		0	0	
b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0				
17 Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)		2,905,898	2,710,916	
18 Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)		8,267,656	7,262,221	
19 Revenue less expenses. Subtract line 18 from line 12	-1,514,040	-808,524		
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year	
	21 Total liabilities (Part X, line 26)	2,379,223	2,689,971	
	22 Net assets or fund balances. Subtract line 21 from line 20	1,405,310	2,524,582	
		973,913	165,389	

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	 Signature of officer	8/30/13 Date
	DR. MICHAEL BAKALIS Type or print name and title	PRESIDENT & CEO

Paid Preparer Use Only	Print/Type preparer's name EDWARD T. MCCORMICK	Preparer's signature EDWARD T. MCCORMICK 	Date 08/05/13	Check <input type="checkbox"/> if self-employed	PTIN P00575622
	Firm's name ▶	MULCAHY, PAURITSCH, SALVADOR & CO., LTD.		Firm's EIN ▶	36-3074623
	Firm's address ▶	14300 S RAVINIA AVE STE 200 ORLAND PARK, IL 60462-2578		Phone no.	708-349-6999

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III

1 Briefly describe the organization's mission:

OPERATION OF CHARTER SCHOOLS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 7,262,221 including grants of \$) (Revenue \$ 6,887,791)
OPERATION OF CHARTER SCHOOLS

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses ▶ 7,262,221

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If "Yes," complete Schedule D, Part IV		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? If "Yes," complete Schedule D, Part V		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	X	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII		X
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part IX		X
e	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI, XII, and XIII	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If "Yes," complete Schedule F, Parts I and IV		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? If "Yes," complete Schedule F, Parts II and IV		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? If "Yes," complete Schedule F, Parts III and IV		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I (see instructions)		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III		X
20a	Did the organization operate one or more hospital facilities? If "Yes," complete Schedule H		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

		Yes	No
21	Did the organization report more than \$5,000 of grants and other assistance to any government or organization in the United States on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II		X
22	Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a	Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26	Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? If "Yes," complete Schedule L, Part II		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part III		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a	A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
b	A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV		X
29	Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2		X
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? Note. All Form 990 filers are required to complete Schedule O		X

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		X
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		X
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4b	If "Yes," enter the name of the foreign country: <input type="text"/> See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible?		X
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		X
7h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		X
8	Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
9a	Did the organization make any taxable distributions under section 4966?		
9b	Did the organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter:		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.		
13b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13c	Enter the amount of reserves on hand		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions. Check if Schedule O contains a response to any question in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1a	7		
b	Enter the number of voting members included in line 1a, above, who are independent		
1b	7		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		<input checked="" type="checkbox"/>
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		<input checked="" type="checkbox"/>
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		<input checked="" type="checkbox"/>
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		<input checked="" type="checkbox"/>
6	Did the organization have members or stockholders?		<input checked="" type="checkbox"/>
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		<input checked="" type="checkbox"/>
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		<input checked="" type="checkbox"/>
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	<input checked="" type="checkbox"/>	
b	Each committee with authority to act on behalf of the governing body?	<input checked="" type="checkbox"/>	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		<input checked="" type="checkbox"/>

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		<input checked="" type="checkbox"/>
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	<input checked="" type="checkbox"/>	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13		<input checked="" type="checkbox"/>
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?		
12b			
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done		
12c			
13	Did the organization have a written whistleblower policy?		<input checked="" type="checkbox"/>
14	Did the organization have a written document retention and destruction policy?		<input checked="" type="checkbox"/>
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official		<input checked="" type="checkbox"/>
15a			
b	Other officers or key employees of the organization		<input checked="" type="checkbox"/>
15b			
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		<input checked="" type="checkbox"/>
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed NONE
- 18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request
- 19 Describe in Schedule O whether (and if so, how), the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: MR. AARON HULL 910 W. VAN BUREN STREET CHICAGO IL 60607 312-226-3355

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organizations compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MARLENE GOLEMBO BOARD MEMBER	0.00	X					0	0	0	
(2) GEORGE NASSOS BOARD MEMBER	0.00	X					0	0	0	
(3) PAM PAUL BOARD MEMBER	0.00	X					0	0	0	
(4) THOMAS PEKRAS BOARD MEMBER	0.00	X					0	0	0	
(5) REV. LEWIS FLOWERS BOARD MEMBER	0.00	X					0	0	0	
(6) MICHAEL BAKALIS PRESIDENT	40.00			X			151,500	0	0	
(7) VITO BIANCO V. P.	40.00			X			137,754	0	0	
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1b Sub-total							289,254			
c Total from continuation sheets to Part VII, Section A										
d Total (add lines 1b and 1c)							289,254			

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization **2**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	3,313,080				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	3,039,522				
	g Noncash contributions included in lines 1a-1f: \$						
	h Total. Add lines 1a-1f			6,352,602			
Program Service Revenue	2a	Busn. Code					
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		569			569	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6a Gross rents	(i) Real	(ii) Personal				
		b Less: rental exps.					
		c Rental inc. or (loss)					
	d Net rental income or (loss)						
	7a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less: cost or other basis & sales exps.					
		c Gain or (loss)					
		d Net gain or (loss)					
	8a Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18	a					
		b Less: direct expenses	b				
		c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses		b					
c Net income or (loss) from gaming activities							
10a Gross sales of inventory, less returns and allowances	a						
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Busn. Code					
11a OTHER REVENUE		900099	100,526	100,526			
b							
c							
d All other revenue							
e Total. Add lines 11a-11d			100,526				
12 Total revenue. See instructions.			6,453,697	100,526	0	569	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Check if Schedule O contains a response to any question in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,830,648	3,830,648		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	12,591	12,591		
9 Other employee benefits	357,597	357,597		
10 Payroll taxes	350,469	350,469		
11 Fees for services (non-employees):				
a Management				
b Legal	22,541	22,541		
c Accounting	94,998	94,998		
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	6,950	6,950		
12 Advertising and promotion	11,908	11,908		
13 Office expenses	159,206	159,206		
14 Information technology				
15 Royalties				
16 Occupancy	611,737	611,737		
17 Travel	61,686	61,686		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	68,626	68,626		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	240,017	240,017		
23 Insurance				
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a REPAIRS AND MAINTENANCE	509,774	509,774		
b STUDENT ACTIVITIES	451,257	451,257		
c SUPPLIES - PROGRAMS	216,726	216,726		
d MISCELLANEOUS	71,526	71,526		
e All other expenses	183,964	183,964		
25 Total functional expenses. Add lines 1 through 24e	7,262,221	7,262,221	0	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1	Cash—non-interest bearing	698,380	1	213,474
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	526,582	4	655,828
	5	Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	112,643	9	117,670
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 2,653,909		
	b	Less: accumulated depreciation	10b 985,376	919,216	10c 1,668,533
	11	Investments—publicly traded securities		11	
	12	Investments—other securities. See Part IV, line 11		12	
	13	Investments—program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	122,402	15	34,466
16	Total assets. Add lines 1 through 15 (must equal line 34)	2,379,223	16	2,689,971	
Liabilities	17	Accounts payable and accrued expenses	430,145	17	545,122
	18	Grants payable		18	
	19	Deferred revenue	21,500	19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties	763,970	24	1,577,593
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	189,695	25	401,867
	26	Total liabilities. Add lines 17 through 25	1,405,310	26	2,524,582
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27	Unrestricted net assets	973,913	27	165,389
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
33	Total net assets or fund balances	973,913	33	165,389	
34	Total liabilities and net assets/fund balances	2,379,223	34	2,689,971	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	6,453,697
2	Total expenses (must equal Part IX, column (A), line 25)	2	7,262,221
3	Revenue less expenses. Subtract line 2 from line 1	3	-808,524
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	973,913
5	Other changes in net assets or fund balances (explain in Schedule O)	5	
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	165,389

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input checked="" type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits		

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

2011

Open to Public Inspection

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

Department of the Treasury
Internal Revenue Service

Name of the organization

AMERICAN QUALITY SCHOOLS CORP.

Employer identification number

36-4298732

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3)**. Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III—Functionally integrated
 - d Type III—Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?
 - (i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?
 - (ii) A family member of a person described in (i) above?
 - (iii) A 35% controlled entity of a person described in (i) or (ii) above?

	Yes	No
11g(i)		
11g(ii)		
11g(iii)		

h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1–9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
(A)									
(B)									
(C)									
(D)									
(E)									
Total									

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2011

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2011 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2010 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test—2011. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 33 1/3% support test—2010. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2011. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2010. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						
14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

15 Public support percentage for 2011 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2010 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2011 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2010 Schedule A, Part III, line 17	18	%

- 19a **33 1/3% support tests—2011.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization
- b **33 1/3% support tests—2010.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization
- 20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

**SCHEDULE D
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2011

**Open to Public
Inspection**

Name of the organization

Employer identification number

AMERICAN QUALITY SCHOOLS CORP.

36-4298732

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		
<input type="checkbox"/> Yes <input type="checkbox"/> No		

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or education)	<input type="checkbox"/> Preservation of an historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B) (i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1	▶ \$
(ii) Assets included in Form 990, Part X	▶ \$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1	▶ \$
b Assets included in Form 990, Part X	▶ \$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIV and complete the following table:
- | | Amount |
|---------------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21? Yes No
- b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment ▶ %
 - b Permanent endowment ▶ %
 - c Temporarily restricted endowment ▶ %
- The percentages in lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).) ▶

Part VII Investments—Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.)	▶	

Part VIII Investments—Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.)	▶	

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.)	▶

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) CURRENT ACCRUED LAWSUIT SETTLEMENT	298,000
(3) DUE TO CHARTER SCHOOLS	63,867
(4) LINE OF CREDIT	40,000
(5) DUE TO CHARTER SCHOOLS - CPTLD	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.)	▶ 401,867

2. FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

Part XIV Supplemental Information (continued)

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

Schools

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

2011

Open to Public Inspection

AMERICAN QUALITY SCHOOLS CORP.

Employer identification number
36-4298732

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II. ALL MEDIA INCLUDES TERMINOLOGY SUCH AS "OPEN ENROLLMENT" "EVERY CHILD" "MULTICULTURAL"	X	
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered "No" to any of the above, please explain. If you need more space, use Part II.	X	
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		X
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended? If you answered "Yes" to either line 6a or line 6b, explain on Part II.		X
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

Part II Supplemental Information. Complete this part to provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also complete this part to provide any other additional information (see instructions).

SCH E - FINANCIAL AID OR GOVERNMENT ASSISTANCE EXPLANATION

RECEIVES FINANCIAL ASSISTANCE FOR CHARTER SCHOOLS

SCHEDULE J
(Form 990)

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 23.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2011

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization

AMERICAN QUALITY SCHOOLS CORP.

Employer identification number

36-4298732

Part I Questions Regarding Compensation

	Yes	No								
<p>1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.</p> <table border="0"> <tr> <td><input type="checkbox"/> First-class or charter travel</td> <td><input type="checkbox"/> Housing allowance or residence for personal use</td> </tr> <tr> <td><input type="checkbox"/> Travel for companions</td> <td><input type="checkbox"/> Payments for business use of personal residence</td> </tr> <tr> <td><input type="checkbox"/> Tax indemnification and gross-up payments</td> <td><input type="checkbox"/> Health or social club dues or initiation fees</td> </tr> <tr> <td><input type="checkbox"/> Discretionary spending account</td> <td><input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef)</td> </tr> </table>	<input type="checkbox"/> First-class or charter travel	<input type="checkbox"/> Housing allowance or residence for personal use	<input type="checkbox"/> Travel for companions	<input type="checkbox"/> Payments for business use of personal residence	<input type="checkbox"/> Tax indemnification and gross-up payments	<input type="checkbox"/> Health or social club dues or initiation fees	<input type="checkbox"/> Discretionary spending account	<input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef)		
<input type="checkbox"/> First-class or charter travel	<input type="checkbox"/> Housing allowance or residence for personal use									
<input type="checkbox"/> Travel for companions	<input type="checkbox"/> Payments for business use of personal residence									
<input type="checkbox"/> Tax indemnification and gross-up payments	<input type="checkbox"/> Health or social club dues or initiation fees									
<input type="checkbox"/> Discretionary spending account	<input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef)									
<p>b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain</p>										
1b										
<p>2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all officers, directors, trustees, and the CEO/Executive Director, regarding the items checked in line 1a?</p>										
2										
<p>3 Indicate which, if any, of the following the filing organization uses to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director. Explain in Part III.</p> <table border="0"> <tr> <td><input type="checkbox"/> Compensation committee</td> <td><input type="checkbox"/> Written employment contract</td> </tr> <tr> <td><input type="checkbox"/> Independent compensation consultant</td> <td><input type="checkbox"/> Compensation survey or study</td> </tr> <tr> <td><input type="checkbox"/> Form 990 of other organizations</td> <td><input checked="" type="checkbox"/> Approval by the board or compensation committee</td> </tr> </table>	<input type="checkbox"/> Compensation committee	<input type="checkbox"/> Written employment contract	<input type="checkbox"/> Independent compensation consultant	<input type="checkbox"/> Compensation survey or study	<input type="checkbox"/> Form 990 of other organizations	<input checked="" type="checkbox"/> Approval by the board or compensation committee				
<input type="checkbox"/> Compensation committee	<input type="checkbox"/> Written employment contract									
<input type="checkbox"/> Independent compensation consultant	<input type="checkbox"/> Compensation survey or study									
<input type="checkbox"/> Form 990 of other organizations	<input checked="" type="checkbox"/> Approval by the board or compensation committee									
<p>4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:</p> <p>a Receive a severance payment or change-of-control payment?</p>		X								
4a		X								
<p>b Participate in, or receive payment from, a supplemental nonqualified retirement plan?</p>		X								
4b		X								
<p>c Participate in, or receive payment from, an equity-based compensation arrangement?</p> <p>If "Yes" to any of lines 4a–c, list the persons and provide the applicable amounts for each item in Part III.</p>		X								
4c		X								
<p>Only section 501(c)(3) and 501(c)(4) organizations must complete lines 5–9.</p>										
<p>5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:</p> <p>a The organization?</p>		X								
5a		X								
<p>b Any related organization?</p> <p>If "Yes" to line 5a or 5b, describe in Part III.</p>		X								
5b		X								
<p>6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:</p> <p>a The organization?</p>		X								
6a		X								
<p>b Any related organization?</p> <p>If "Yes" to line 6a or 6b, describe in Part III.</p>		X								
6b		X								
<p>7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If "Yes," describe in Part III</p>		X								
7		X								
<p>8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III</p>		X								
8		X								
<p>9 If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?</p>										
9										

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2011

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

	(A) Name	(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation reported as deferred in prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
1	MICHAEL BAKALIS	(i) 151,500 (ii) 0	0 0	0 0	0 0	0 0	151,500 0	0 0
2		(i) (ii)						
3		(i) (ii)						
4		(i) (ii)						
5		(i) (ii)						
6		(i) (ii)						
7		(i) (ii)						
8		(i) (ii)						
9		(i) (ii)						
10		(i) (ii)						
11		(i) (ii)						
12		(i) (ii)						
13		(i) (ii)						
14		(i) (ii)						
15		(i) (ii)						
16		(i) (ii)						

Part III Supplemental Information

Complete this part to provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

Area with horizontal dotted lines for supplemental information.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2011
Open to Public
Inspection

Name of the organization

AMERICAN QUALITY SCHOOLS CORP.

Employer identification number

36-4298732

AMENDED RETURN EXPLANATION

THE 2012 AUDIT RESULTED IN ADJUSTMENTS CHANGING SOME OF THE YEAR END
BALANCES.

FORM 990, PART VI, LINE 11B - ORGANIZATION'S PROCESS TO REVIEW FORM 990
THE CONTROLLER AND VICE PRESIDENT OF FINANCE REVIEW FORM 990 FOR ACCURACY
AFTER IT IS FILED. THE PRESIDENT REVIEWS THE FORM IF THERE ARE ANY
ISSUES.

FORM 990, PART VI, LINE 19 - GOVERNING DOCUMENTS DISCLOSURE EXPLANATION
NO DOCUMENTS AVAILABLE TO THE PUBLIC

36-4298732

Federal Statements

Tax-Exempt Interest on Investments

<u>Description</u>	<u>Amount</u>	<u>Unrelated Business Code</u>	<u>Exclusion Code</u>	<u>Postal Code</u>	<u>Acquired after 6/30/75</u>	<u>InState Muni (\$ or %)</u>
INTEREST ON SAVINGS	\$ 569		14			
TOTAL	<u>\$ 569</u>					

Federal Statements

Form 990, Part IX, Line 11g - Other Fees for Service (Non-employee)

Description	Total Expenses	Program Service	Management & General	Fund Raising
OTHER PROFESSIONAL SERVICES	\$ 6,950	\$ 6,950	\$	\$
TOTAL	\$ 6,950	\$ 6,950	\$ 0	\$ 0

Form 990, Part IX, Line 24e - All Other Expenses

Description	Total Expenses	Program Service	Management & General	Fund Raising
UTILITIES	\$ 71,336	\$ 71,336	\$	\$
TELEPHONE - PROGRAMS	53,478	53,478		
INSURANCE	39,686	39,686		
CONSULTANTS	19,464	19,464		
TOTAL	\$ 183,964	\$ 183,964	\$ 0	\$ 0

36-4298732

Federal Statements**Cash - BOY**

<u>Description</u>	<u>Amount</u>
CASH	\$ 698,380
TOTAL	\$ <u>698,380</u>

Cash - EOY

<u>Description</u>	<u>Amount</u>
CASH - NON-INTEREST-BEARING	\$ 213,474
TOTAL	\$ <u>213,474</u>

Accounts receivable - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
	ACCOUNTS RECEIVABLE	\$ 430,933
	MANAGEMENT FEE RECEIVABLE	224,895
	TOTAL	\$ <u>655,828</u>

Prepaid expense - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
	PREPAID EXPENSES AND DEFERRED	\$ 117,670
	TOTAL	\$ <u>117,670</u>

Accounts payable - BOY

<u>Description</u>	<u>Amount</u>
ACCOUNTS PAYABLE	\$ 430,145
TOTAL	\$ <u>430,145</u>

Accounts payable - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
	ACCOUNTS PAYABLE AND ACCRUED	\$ 182,707
	ACCRUED EXPENSES	362,415
	TOTAL	\$ <u>545,122</u>

Unsecured notes - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
	NOTES PAYABLE	\$ 1,577,593
	TOTAL	\$ <u>1,577,593</u>

Listing of Financial Reports for Passages Charter School

Passages Charter School is managed by American Quality Schools (AQS). All reports are generated from AQS' Sage financial reporting system. The Account Specialist at AQS is responsible for the accuracy and creation of these reports.

Monthly Reports:

On a monthly basis the following reports are created and presented to Passages School Board

- Balance Sheet
- Income Statement
- Budget vs Actual Variance Report
- Aged Payables
- Bank Reconciliations

On a monthly basis the following reports are created and submitted to CPS

- Expenditure Tracking Ledger for all Grants that Passages receives via CPS. This report tracks all the grant expenses and breaks them down by function number and code so that the school can be reimbursed with grant funds from CPS.

Quarterly Reports:

On a quarterly basis the following reports are created and submitted to CPS

- Quarterly Financial Statement, which includes Balance Sheet, Income Statement and Budget vs Actual Variance. This report is submitted in a format of CPS' choosing and includes the annual budget.

Yearly Reports:

Audit Reports

- On a yearly basis Passages is subject to an Audit. For the Audit, all Work Papers to tie-out the Balance Sheet and all documents needed to confirm Income and Expenses are created and verified via the external auditors. Various reports are created and mentioned in the audit as Work Papers.

Annual Budget

- On an annual basis, Passages operating budget is created with input from all applicable parties. This budget is established at the beginning of each school year, for the entire school year July-June. As needed, this budget is updated and reapproved by the school board.
- On an annual basis, Passages Program Design is created. This Program Design acts as the grant budget and includes all State and Federal grants that Passages received via CPS and outlines the use and amount of each grant for a one year period. Typically at midyear, the Program Design is amended due to increased funding or changes in the use of funds.

Fiscal Policies

12.0 Fiscal & Business Management (From AQS Business Policy Manual Sec. 12-12)

12.1 System Purpose

The Accounting Department staff is responsible for processing all requests for payments, payroll, cash receipts and grant/fund tracking. The systems in place to accomplish financial processing also allow the department to ensure compliance with internal accounting, EMO reporting, state government auditing and grant/fund required reporting. The accounting cycle for expenditures begins with purchase orders, invoices and/or check request submissions, approval for payment and actual check disbursement. The accounting cycle for payroll includes employee orientation for benefit and payroll information and regulations, payroll system setup, payroll action report adjustments, special payroll tracking, submission of bi-weekly payroll to service, proof and approval of payroll run and final payroll disbursement authorization. The accounting cycle for revenues includes recording of quarterly/monthly funding from CPS or State source, Grants or Special Fund revenues, Food Service revenues or deficits, Student program and fundraising revenues.

There is specific information needed for tracking of Grants, Funds, Student Activities and Fundraising revenues and expenditures that must be monitored and reported periodically. The requirements for submission of expenditures and receipt of revenues are designed to facilitate timely and accurate processing of disbursement requests and cash receipts, while providing required information for reporting and compliance.

12.2 Authorized Signatures for Expenditures

All requests for expenditure of funds shall be requested on an AQS Purchase Order or Check Request. The Purchase Order or Check Request shall be approved by the campus Director and AQS.

12.3 Indebtedness

No employee shall sign contracts with outside vendors or create indebtedness for AQS without express written authorization of the AQS Chief Executive or Chief Financial Officer.

12.4 Inventory & Property Records

Directors are responsible for building inventory. Teachers are responsible for room inventory. All inventory/property shall be maintained and kept in good working condition. No inventory or property shall be moved (even from room to room) or discarded without notification to the campus Director. The Director must notify the Director of Business Operations of all moves or who will notify the Director of Business Operations. Inventory/property reports will be conducted annually.

12.5 Collecting & Securing School Funds

Funds collected from any source, including student field trip fees, school fundraising activities, parent fines, and any other activity or event that results in the collection of funds, are subject to strict standards of accountability. The campus Director is responsible for any funds collected no matter what the source. In order to bring accountability and order to the process of fund collecting, the following procedures shall be followed.

1. Written receipts are to be issued for all monies collected.
2. No personal checks shall be accepted.
3. Any funds collected shall be **locked** in the school safe. The safe shall be securely locked at all times.
4. No funds are to be kept in desk drawers, even if the drawer is locked.
5. Monies shall be counted, sorted, and accurately recorded on the Cash Transmittal Forms, signed by the Director, in the appropriate envelope, and picked up by the designated AQS Jackson office staff.
6. If there is a discrepancy between the Cash Transmittal Form and the actual monies received by the AQS office, the Campus Director will be notified immediately and the discrepancy resolved.
7. No monies shall be held by an **Illinois** campus Director more than five (5) school days. Any monies held will always be locked in the safe controlled by the Director. **Indiana and Missouri** campus Directors should deposit all funds within 24 hours.
8. AQS central office staff will send the Director a copy of the bank receipt indicating the date and amount of the deposit.

12.6 Purchasing

The use of Purchase Orders is mandatory and includes (but is not limited to) nurse supplies, supplies from approved vendors, books and other educational supplies, conference registration, etc. All purchases must be completed using the Purchase Order Form.

No purchase shall be made without an approved Purchase Order.

In the event an order has been placed before the Purchase Order has been approved, the order will be cancelled and the Purchase Order will not be approved. If the order cannot be cancelled, then the employee who placed the order will be held responsible. Complete the form by filling in the following information:

Date

Vendor name, address, phone, and fax

c/o Requestor, Campus name and address

Grant, Fundraiser, or Title use of funds clearly marked

Specific budget account to be deducted

Subtotal

Shipping charge (if applicable)

Total

Once the purchase order has been signed by the campus Director, it shall be sent to the AQS Jackson office for Comptroller approval. Purchase Orders totaling \$4,000 or less may be approved by the corresponding Regional Manager. Once the Comptroller approves the request, the pink copy will be returned to the campus until the order has been received.

All deliveries/shipments shall be received by the main office at each campus. The campus Director shall assign an employee clerk to receive all deliveries of merchandise. The Clerk shall be responsible for incoming merchandise and verifying delivery.

Upon delivery/receipt of the goods, the pink copy or approved order copy (along with the signed shipping/delivery ticket) must be returned to the AQS Jackson office with the date received and signature of the Receiving Clerk as soon as possible.

Failure to properly use a Purchase Order may result in delay or rejection of merchandise.

NOTE: No vendor purchase orders will be paid unless the pink copy or approved order copy is signed and received in the AQS Jackson office.

12.7 Check Request & Petty Cash

Check Request

The following are examples of when Check Requests should be used—field trips, student activities, buses, reimbursements for cell phone usage, mileage, conference attendance expenses, postage, tuition reimbursements, petty cash, etc. Check Requests must be submitted at least two weeks in advance of need of the funds requested. All Check Request forms must have the following information complete in order to be properly processed: date, requestor's name and address, original receipt, campus, and signature of the requestor and Director and explanation for the expense. Grant, Fundraiser, or Title expenditures should be clearly marked on form.

Petty Cash

Petty Cash log/request forms should include: original receipts, explanation of each expense and signature of campus Director, and a Check Request for the replacement of funds.

12.8 Fundraising

AQS managed schools may raise funds for legitimate educational activities that directly benefit the school's students. Fundraising for educational activities and for the purchase of equipment and materials is subject to the following procedures:

Outside fundraising

Director and staff members are encouraged to engage in appropriate fund-raising activities for their particular school. Events such as cookie sales, taffy apple sales, bake sales, candy sales, etc. can be organized at the discretion of the school staff and Director. Larger events which may entail insurance liability or security concerns must be cleared through Vito Bianco at the AQS central office before any activity commences. Schools dealing with outside corporations or foundations for grants may deal directly with those entities for grant requests not exceeding \$5000.00. All proposals for grant requests exceeding \$5000 must be approved by the AQS central office grant committee chaired by Renee Chambers before submission. The AQS grant committee is available to assist in the preparation and writing of these larger amount grant proposals. All funds received by an individual school from fundraising or grants must be fully accounted for and are subject to an internal AQS audit. All funds received must follow the reporting procedure specified in the —Funds and Depositsll section of the Directors Manual.

I. FUND-RAISING PROPOSAL

Prior to commencing a fundraising activity, the campus Director shall prepare a Fundraising Proposal for each project. This includes the installation of vending machines on the school premises. The Fundraising Proposal shall include the following information:

Items being sold or activity proposed
Anticipated cost of items being sold or charge for activity
Anticipated revenue/receipts and profits
Inclusive dates of sale/duration of sale
Proposed use of profits

The Fundraising Proposal must be approved by the Vice President of Finance prior to the beginning of the fundraising event or activity. If the proposal is not approved the fundraising activity may not take place.

II. COLLECTIONS AND EXPENDITURES

All funds collected are to be secured and accounted for by the campus Director and transmitted to the AQS Jackson office with a completed Cash Transmittal Form.

No funds from the proceeds of the activity or event shall be used for direct expenses. All expenses to be paid from collected funds shall be paid by an AQS check issued pursuant to a Check Request or Purchase Order. All expenditures of funds generated from fundraising activities will be paid by AQS check and shall be requested by the campus Director. Such request shall be accompanied by original invoices and receipts.

13.1 Director Reporting

Director budget to actual financial reports by fund reports are issued monthly. These reports also include monthly purchase order registers, and open purchase order reports (un-liquidated obligations). These reports are designed to allow the Director, Regional Manager to monitor spending within approved budget areas, verify use and posting of expenditures within funds and request adjustments or changes if required.

13.2 Designated Fund Reporting

Designated funds from all sources (Federal, State, Grants or Private) are tracked and reported separately to ensure proper expenditure of such funds.

Grants and Designated Funds are assigned unique fund codes within the accounting system; reports are generated that reflect actual expenditures against approved budgets. Reports are evaluated monthly by AQS controller, CFO, Regional Managers and Directors. Compliance reporting for designated funds is required at various times during the year based on funding source.

13.3 Financial Reporting

Financial reports are generated monthly, quarterly and annually. Financial reports are submitted and/or presented to the appropriate school, foundation and corporation boards for review and approval.

Financial reports include Balance Sheet, Statement of Revenues and Expenditures (Current Period and Year to Date), Accounts Payable Aging Report, And Monthly Check Registers.

Additional reports may also be included at the request of the board and availability of the data. Examples of additional reports provided in monthly board packets may include Fixed Asset Schedules and Depreciation, Management Fee Calculations, Bank Account Reconciliations and Registers, Open Purchase Order Register (un-liquidated obligations), Capital Project Expenditure reports and Debt Service reports.

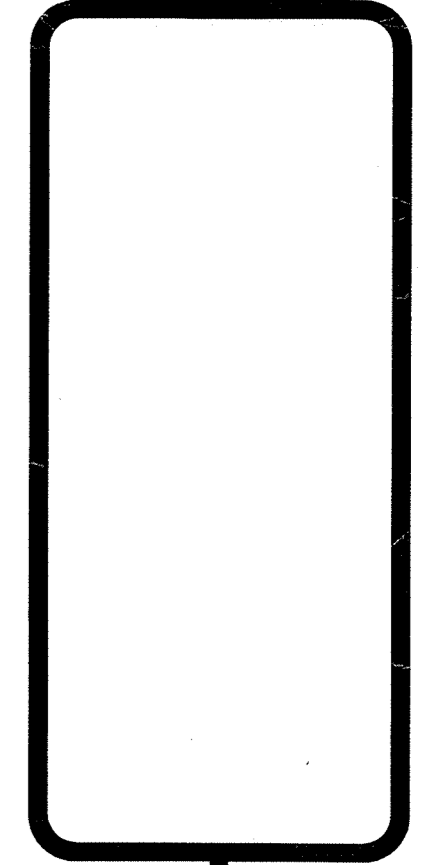
13.4 Auditing

Annual audits are performed on all campuses and AQS corporation books by an independent audit firm. AQS Corporation currently works with no less than three independent audit firms whose bids and engagement contracts were approved by the appropriate school and/or foundation boards. As required or requested AQS Corporation will solicit bids for financial audits, financial reviews or internal control reviews as needed. Bids are presented to the school boards for selection and approval. Audited statements and any resulting deficiencies or comments are reviewed with the appropriate school boards for approval and response.

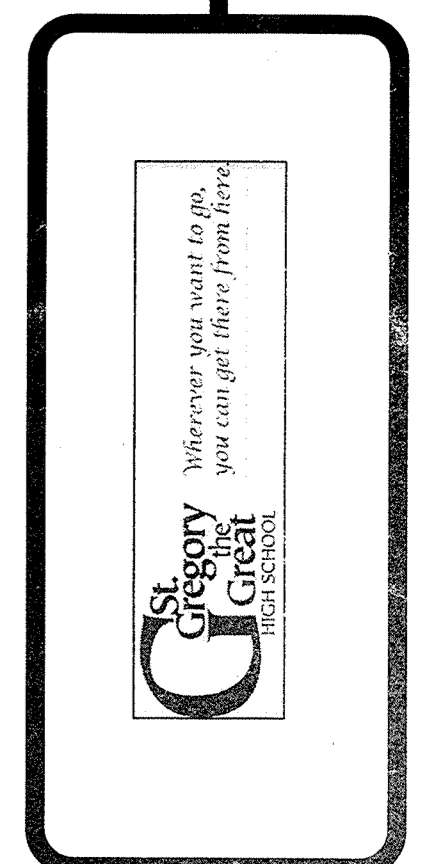
All monies received from individuals or companies will be receipted using a duplicate receipt system approved by AQS. The campus Director shall record donations of goods or in-kind services and the recording submitted to the central office. Directors shall not advance personal funds



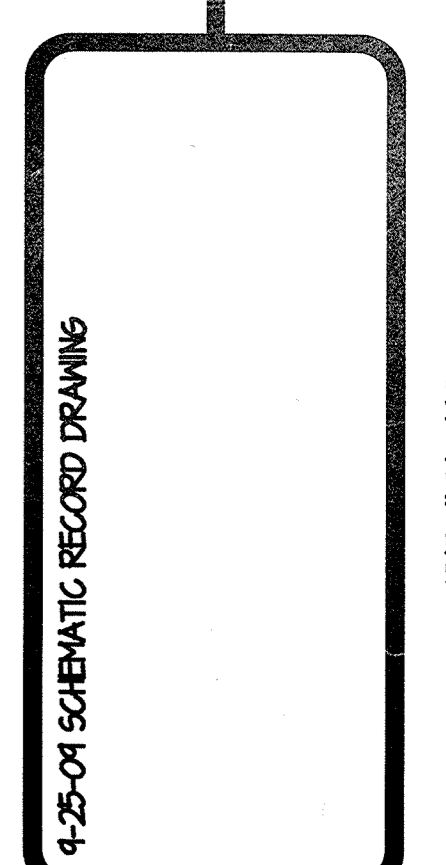
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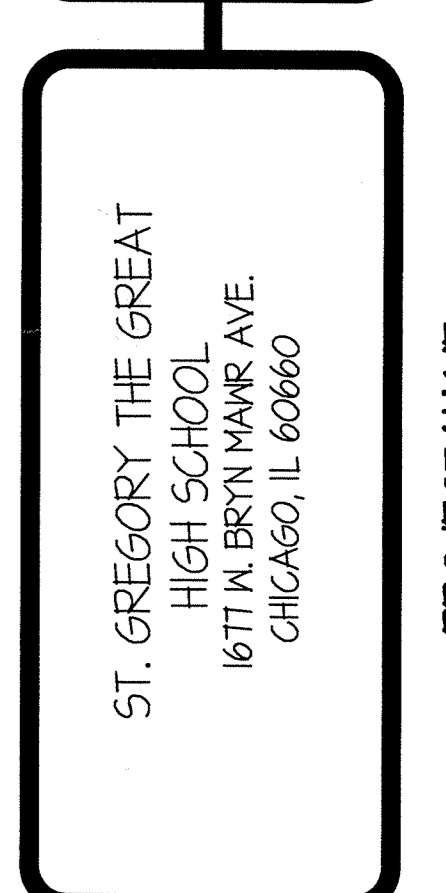
GENERAL CONTRACTOR



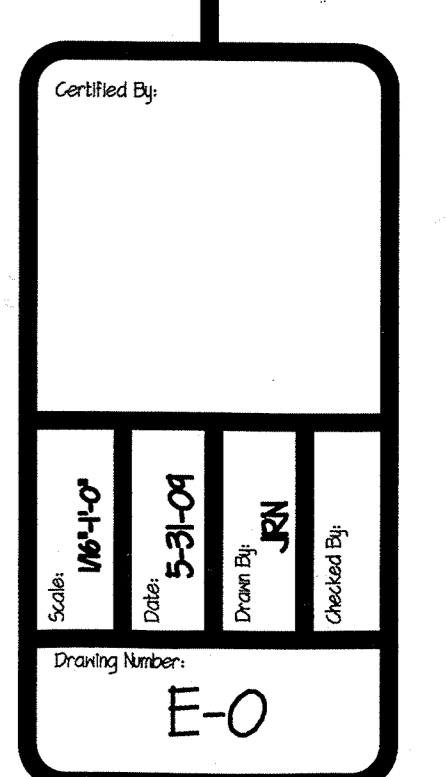
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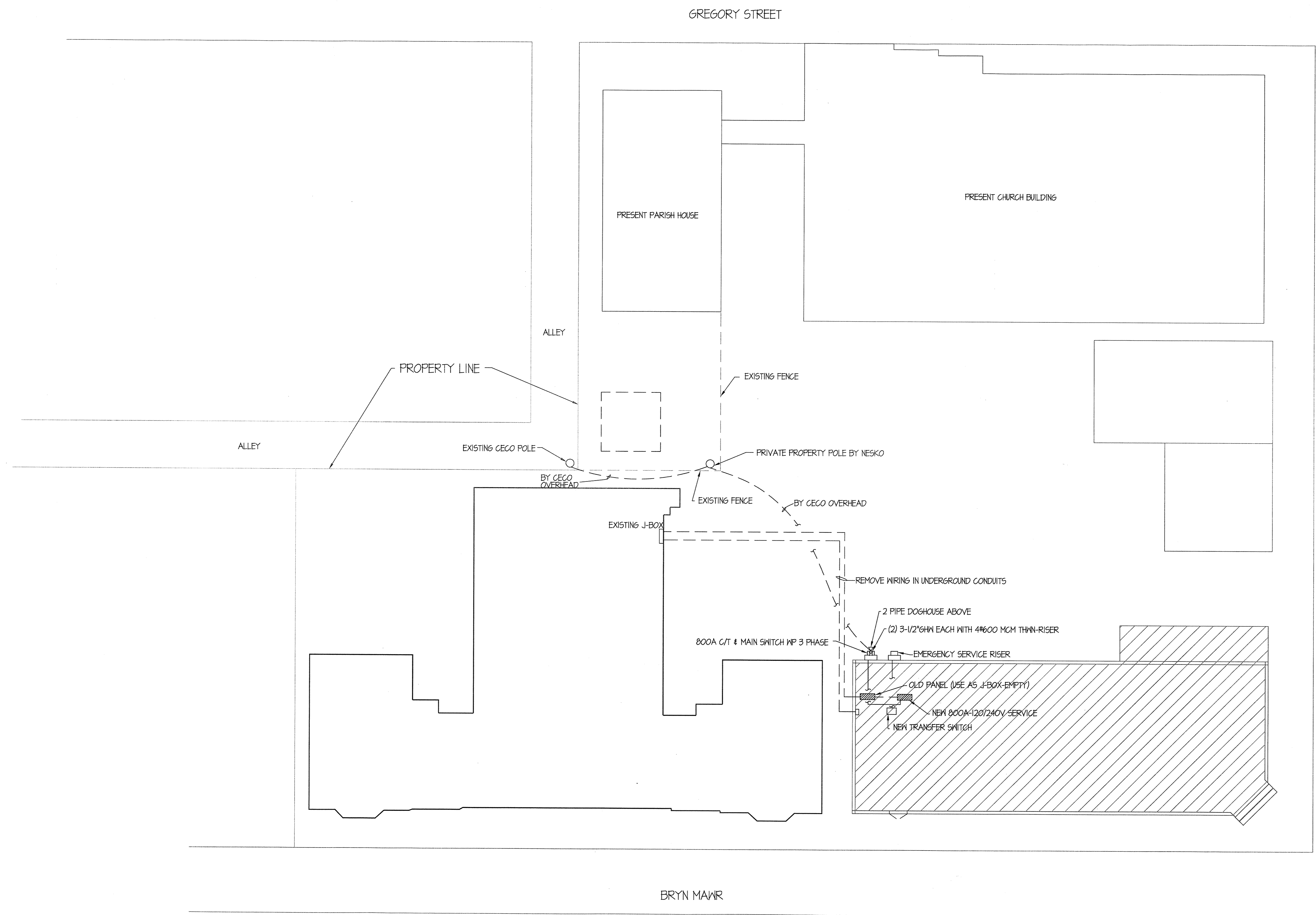
REVISIONS



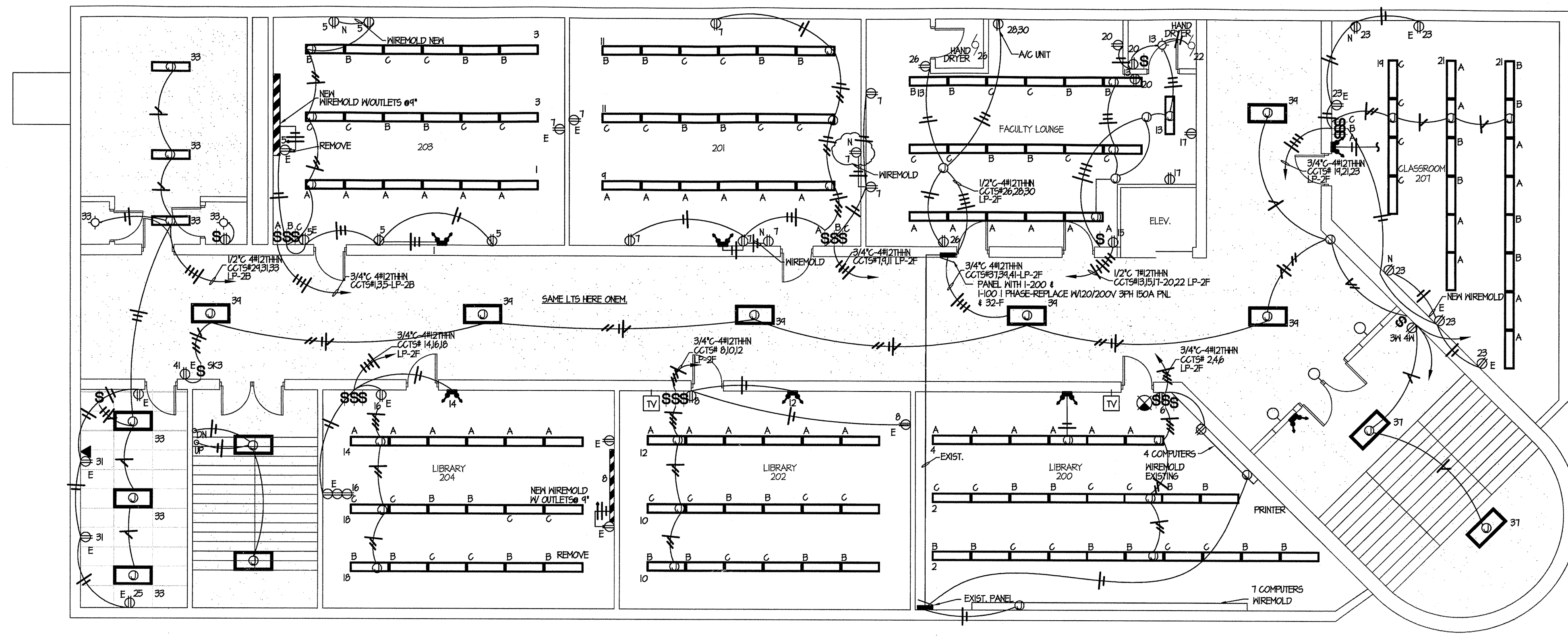
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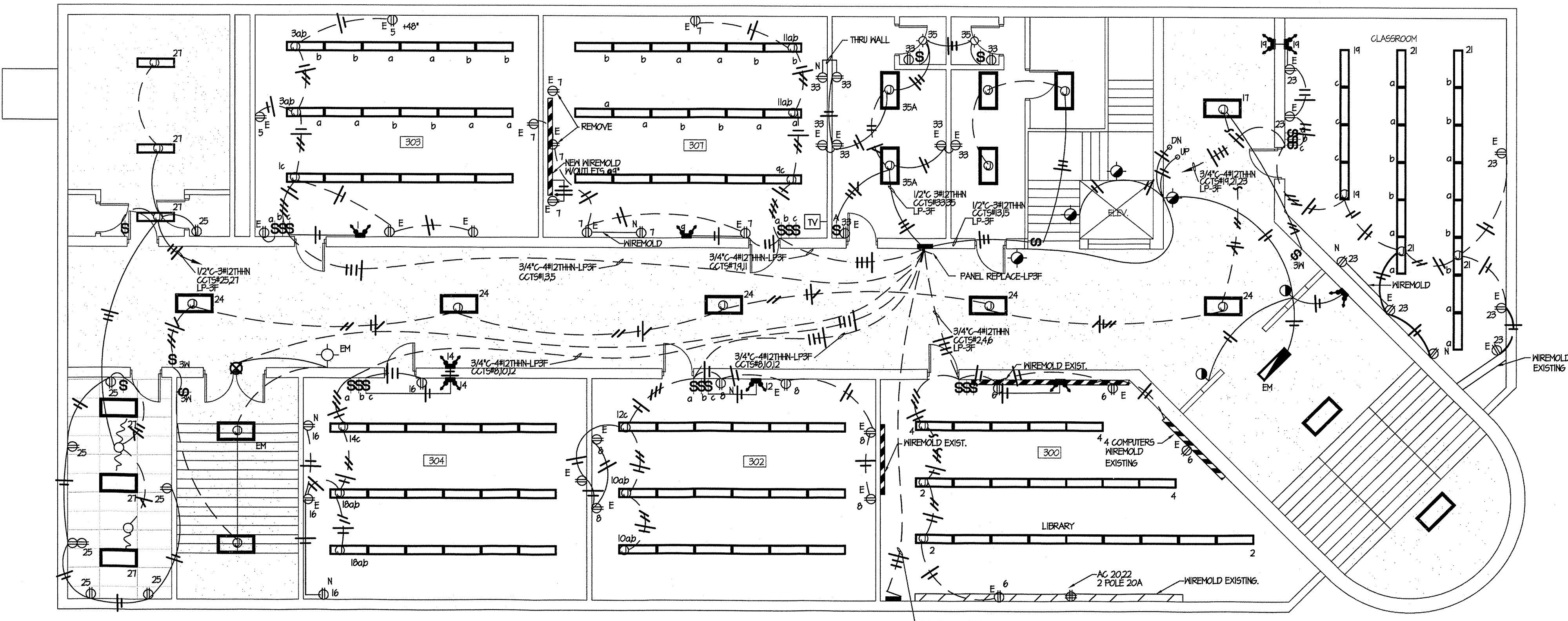
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Checked By:
Drawing Number: E-0



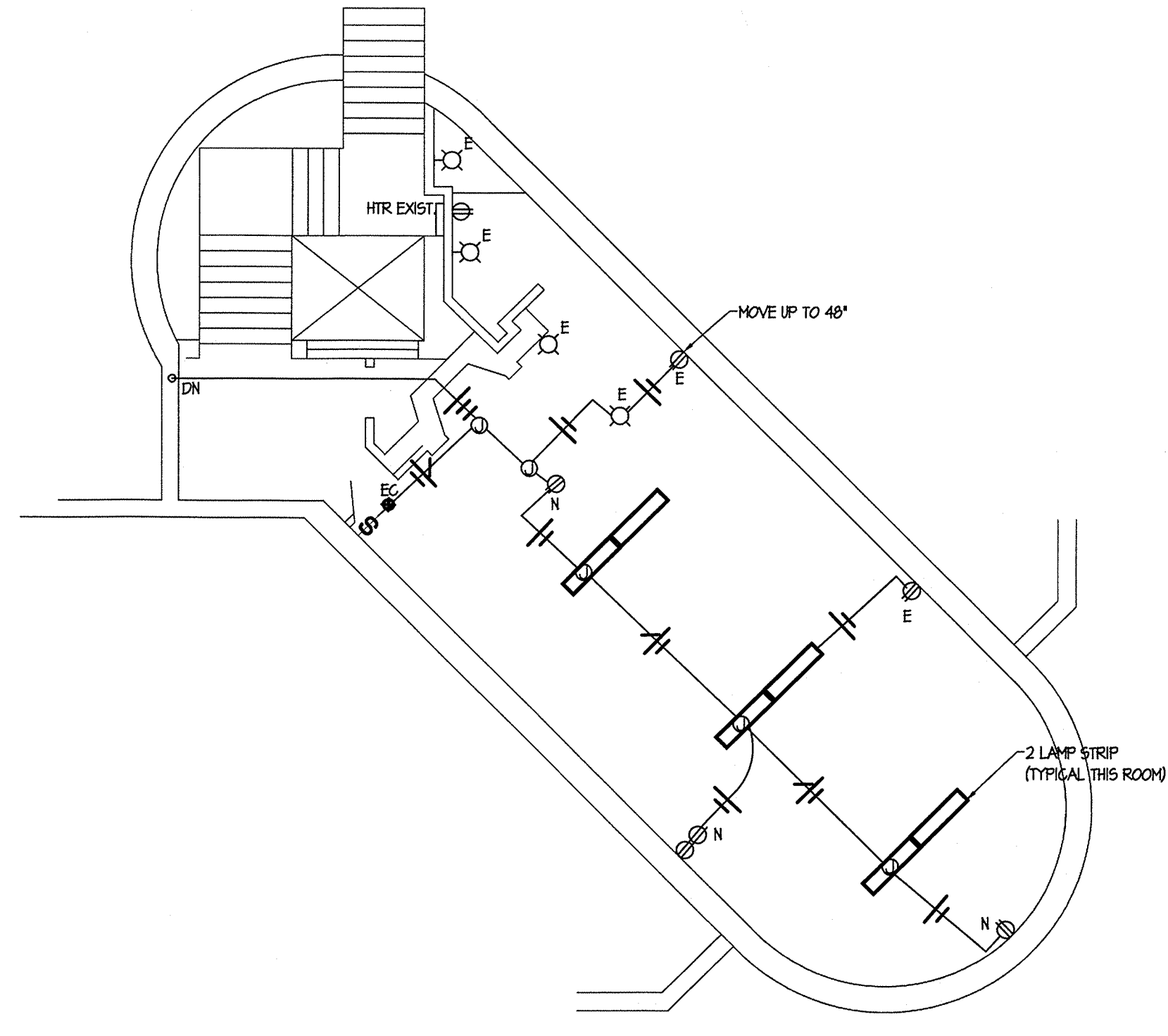
SITE PLAN
SCALE: 1/8"=1'-0"
NORTH



SECOND FLOOR PLAN
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THIRD FLOOR PLAN
SCALE: 1/8"=1'-0"



FOURTH FLOOR PLAN
SCALE: 1/8"=1'-0"



NESKO
DESIGN / BUILD
ELECTRIC

ELECTRICAL CONTRACTOR

GENERAL CONTRACTOR

CLIENT

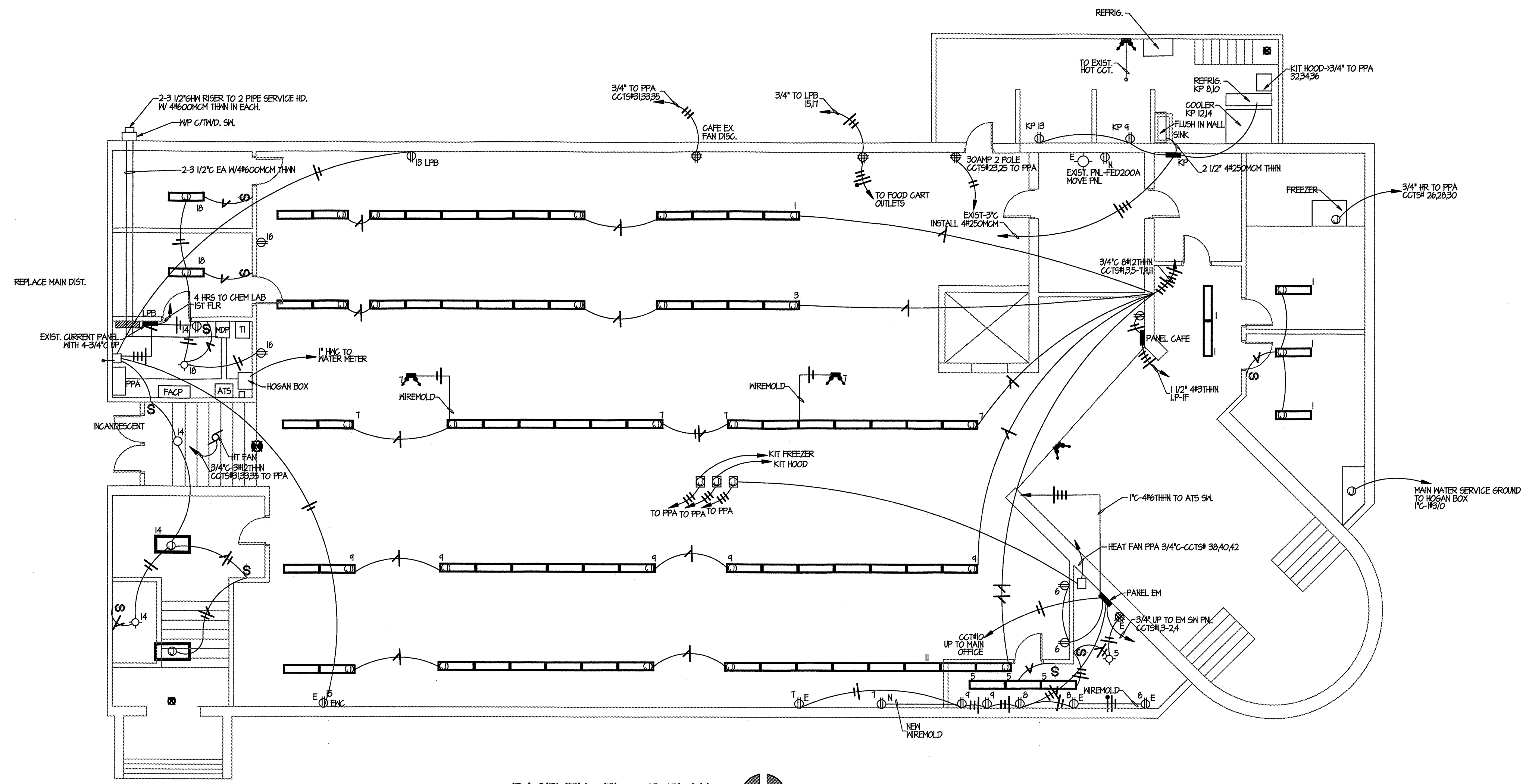
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PROJECT NAME

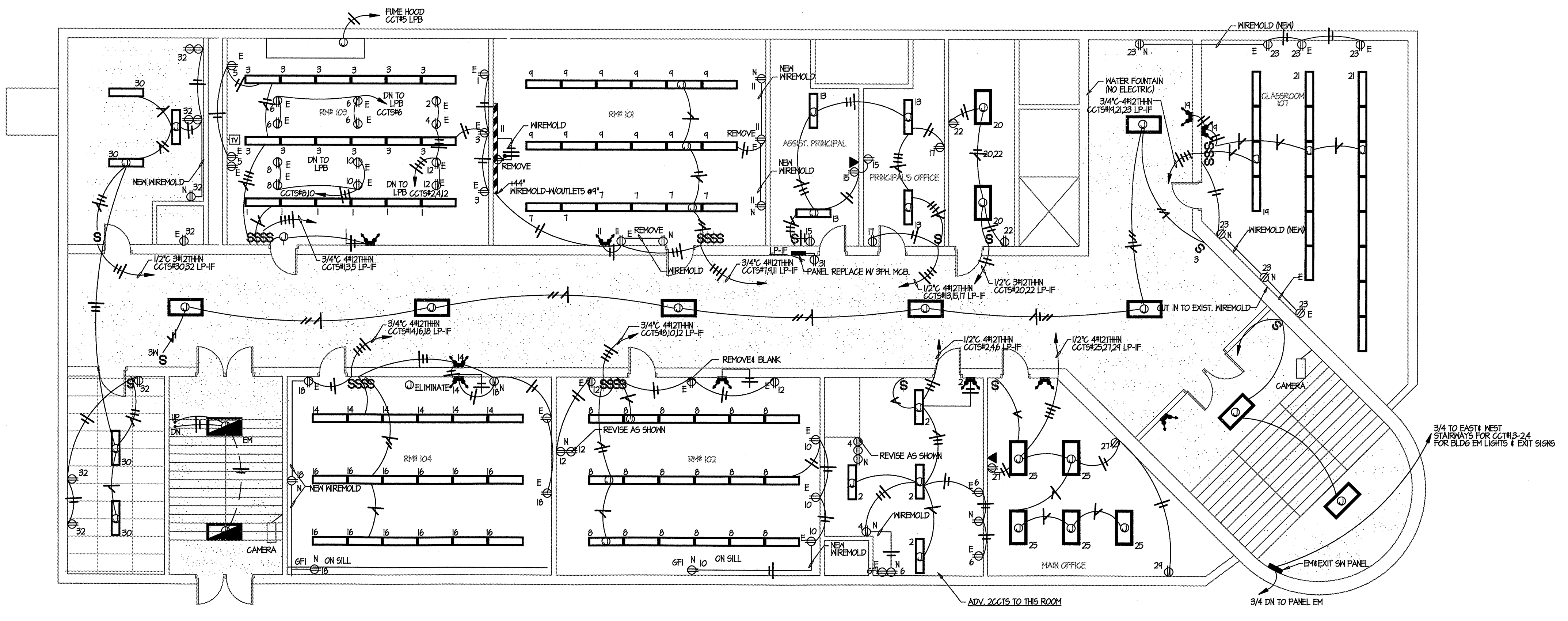
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Project No: 09-001
Drawing Title: E-1

ST. GREGORY THE GREAT
HIGH SCHOOL
1671 N. BRYAN HARRIS AVE.
CHICAGO, IL 60660

4-25-09 REVISIONS FOR SECOND AND THIRD FLOOR PANEL CHANGES
4-24-09 REVISIONS FOR SECOND AND THIRD FLOOR PANEL CHANGES
4-23-09 SCHEMATIC RECORD DRAWING



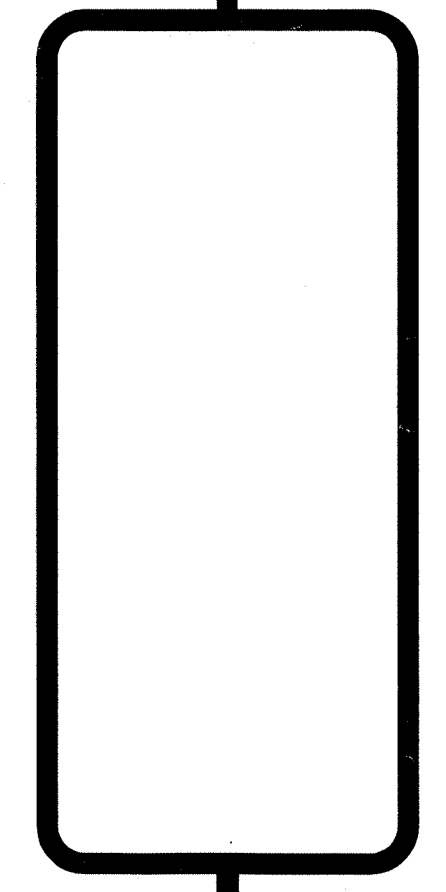
BASEMENT FLOOR PLAN
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 NOTES: (1) ALL NEW BRANCH CIRCUITS TO ALL ITEMS.
 NORTH



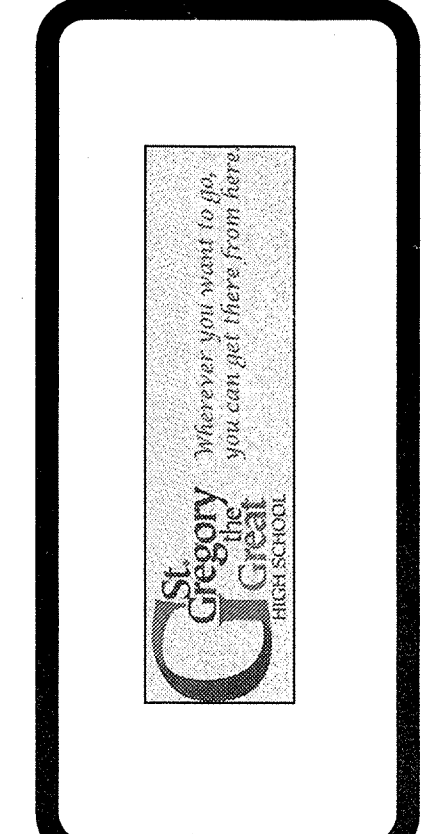
FIRST FLOOR PLAN
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 NORTH



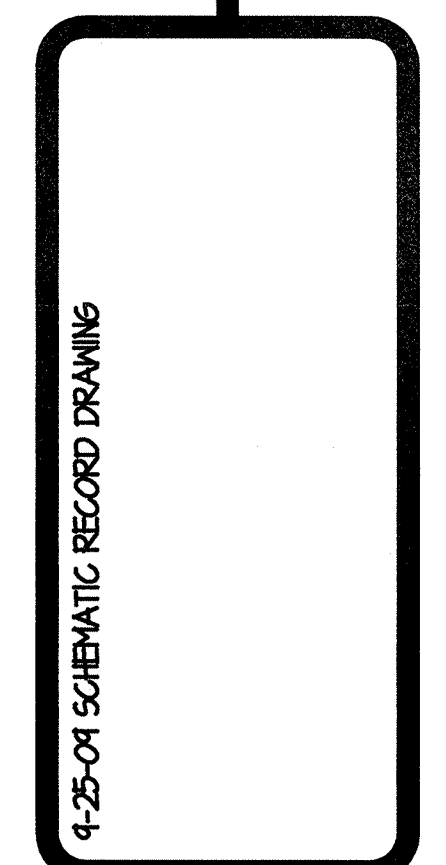
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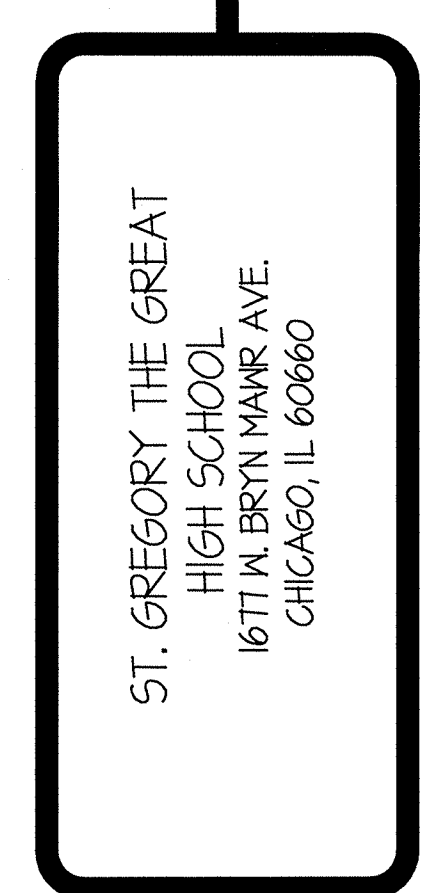
GENERAL CONTRACTOR



CLIENT

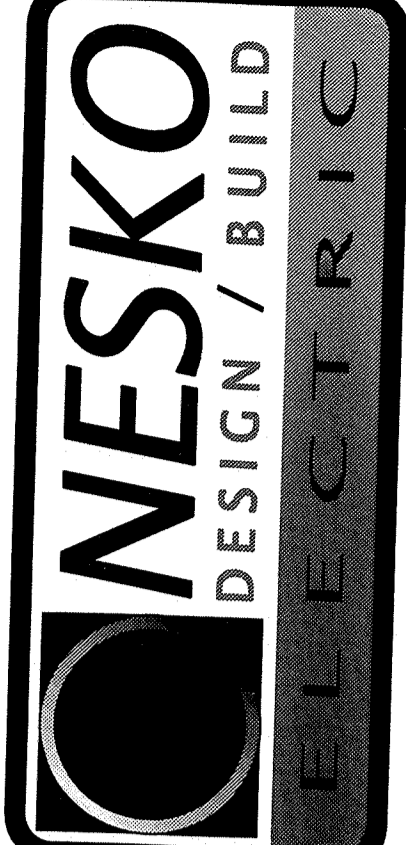


REVISIONS

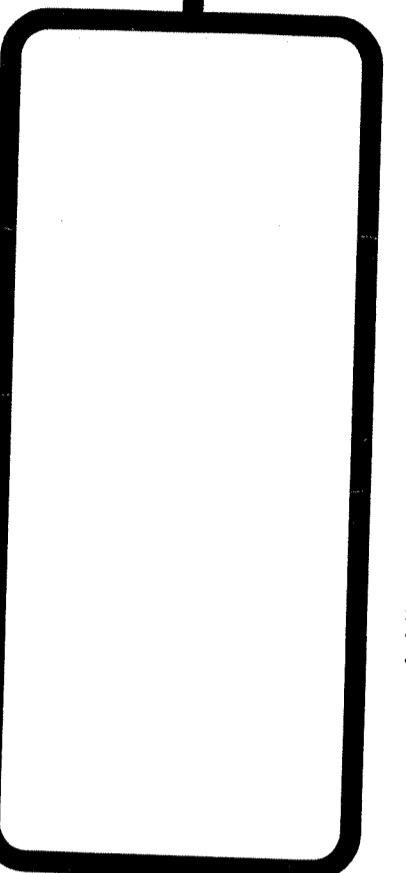


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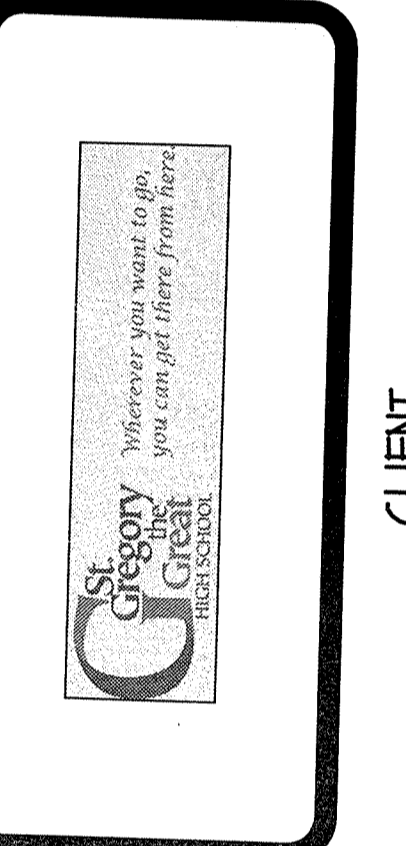
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Checked By	JRI
Created By	
Drawn Number	E-1A



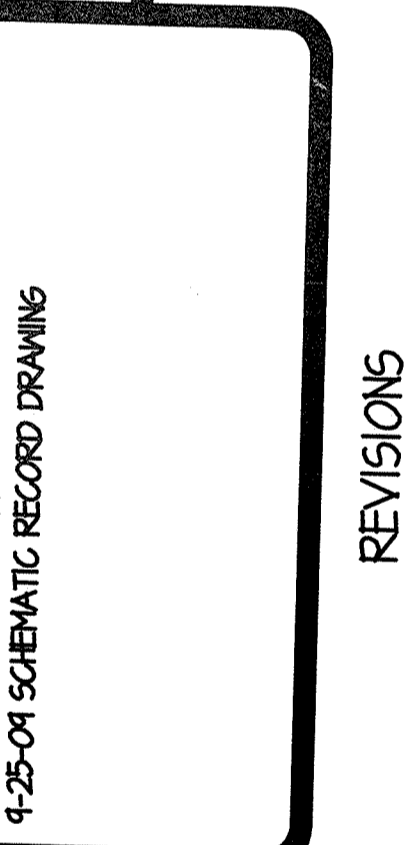
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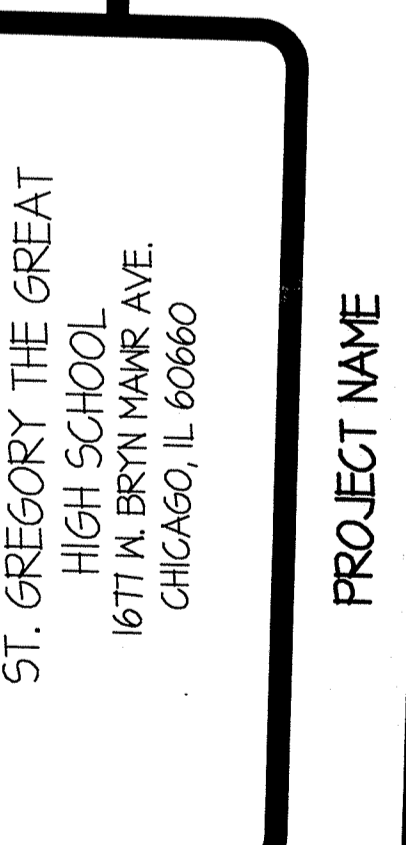
GENERAL CONTRACTOR



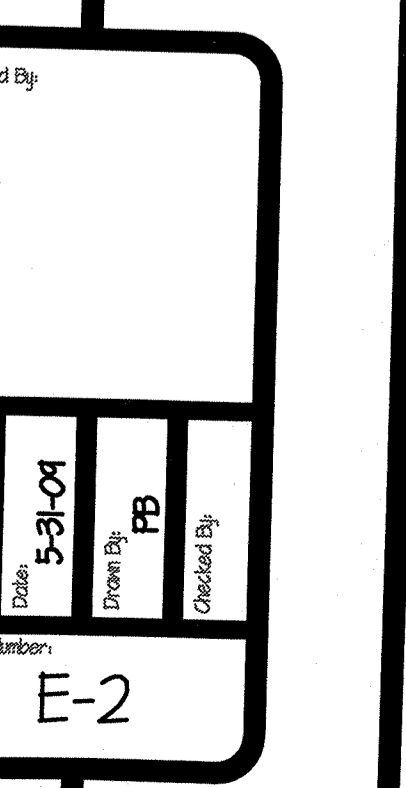
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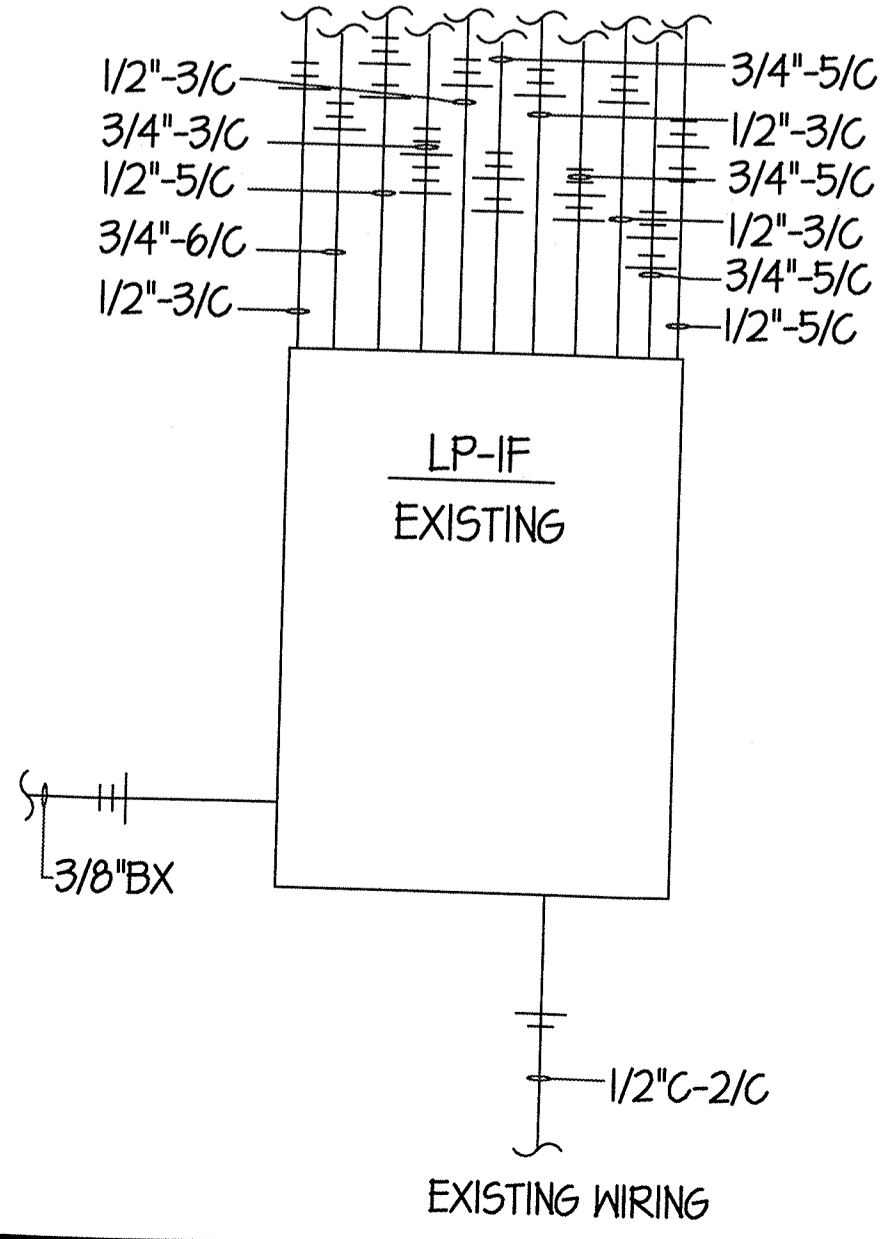
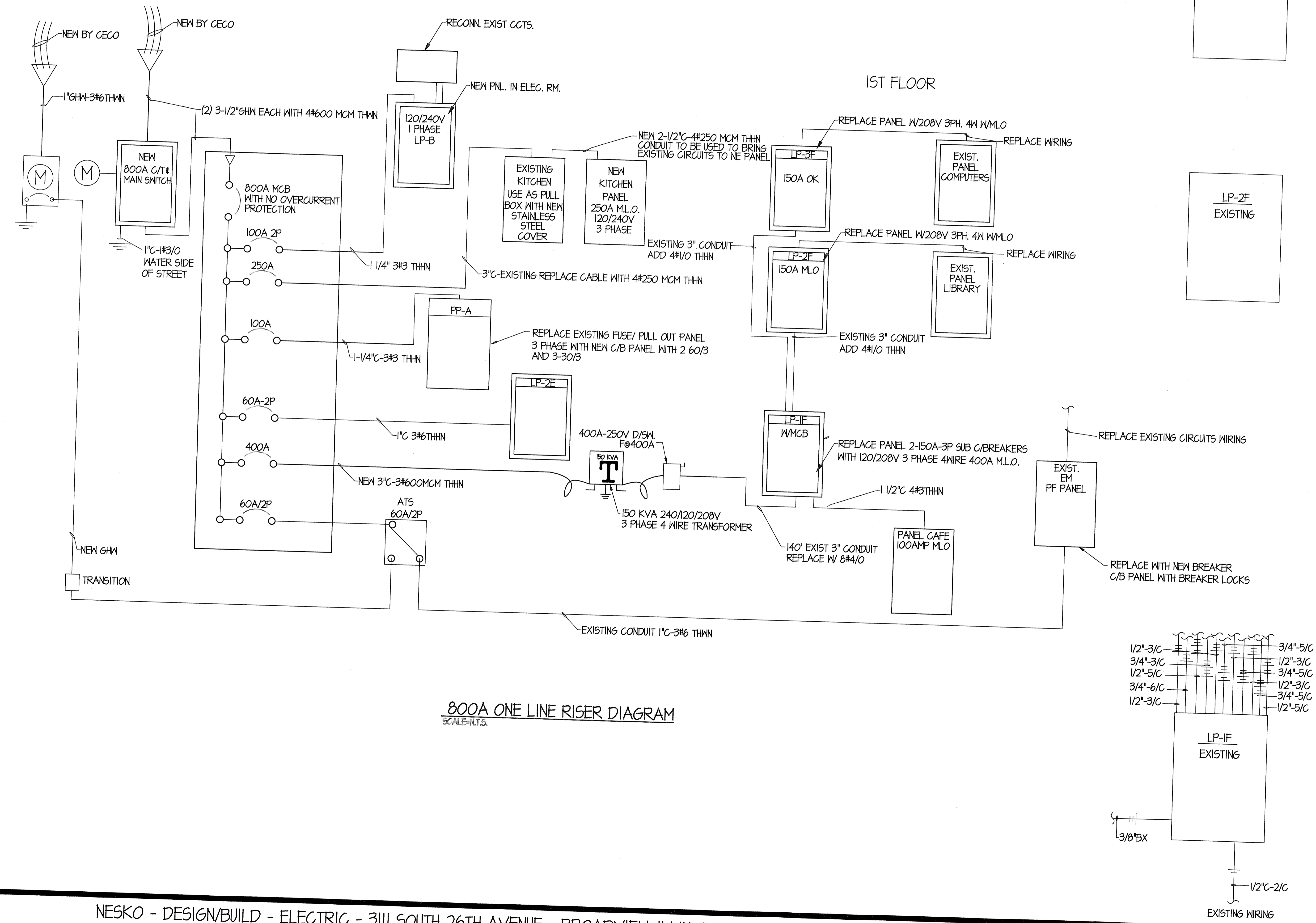
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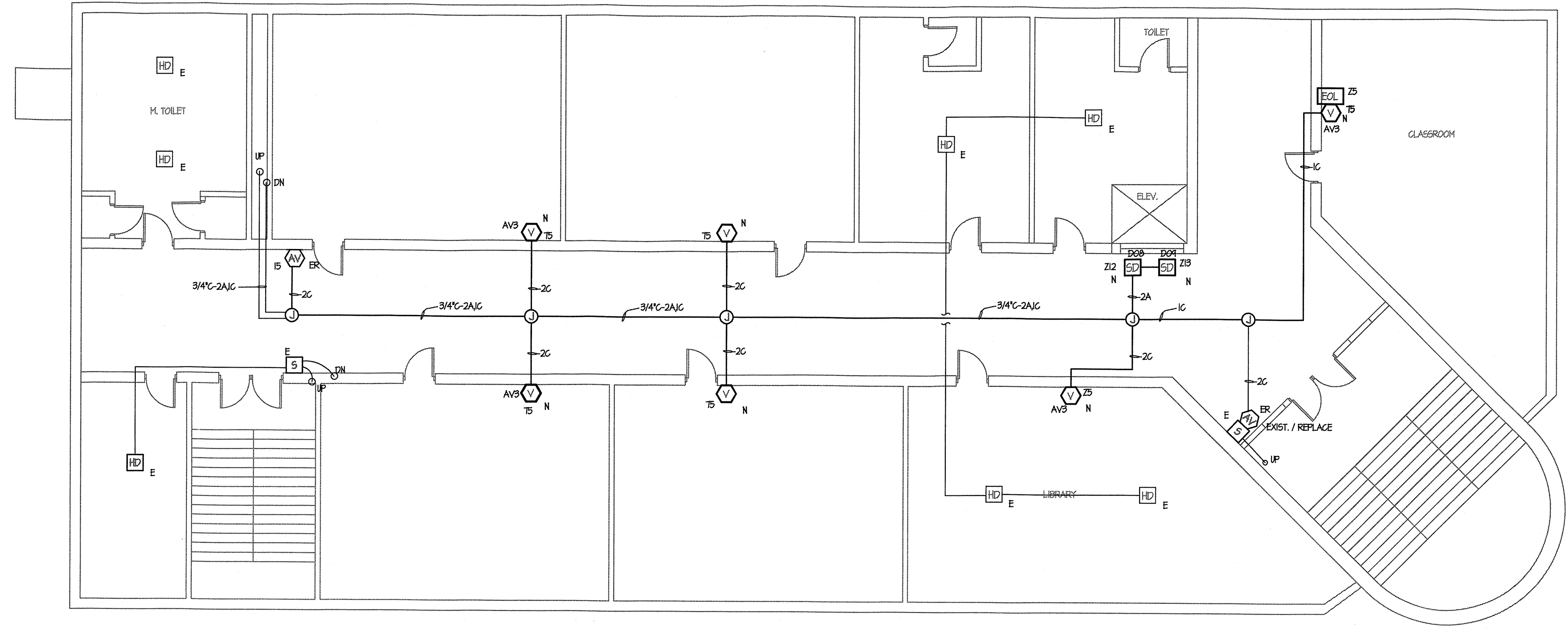


PROJECT NAME

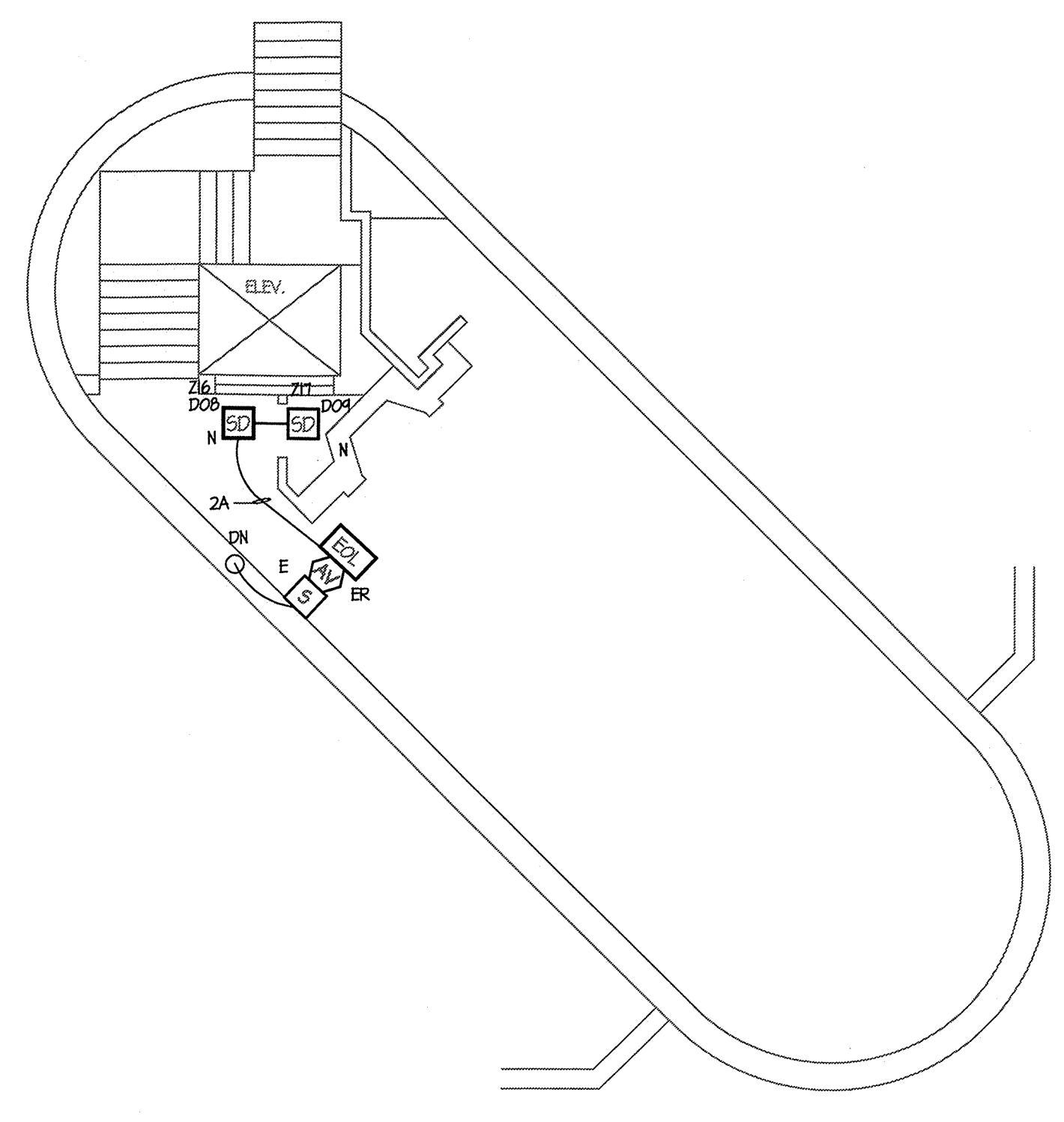


CERTIFIED BY

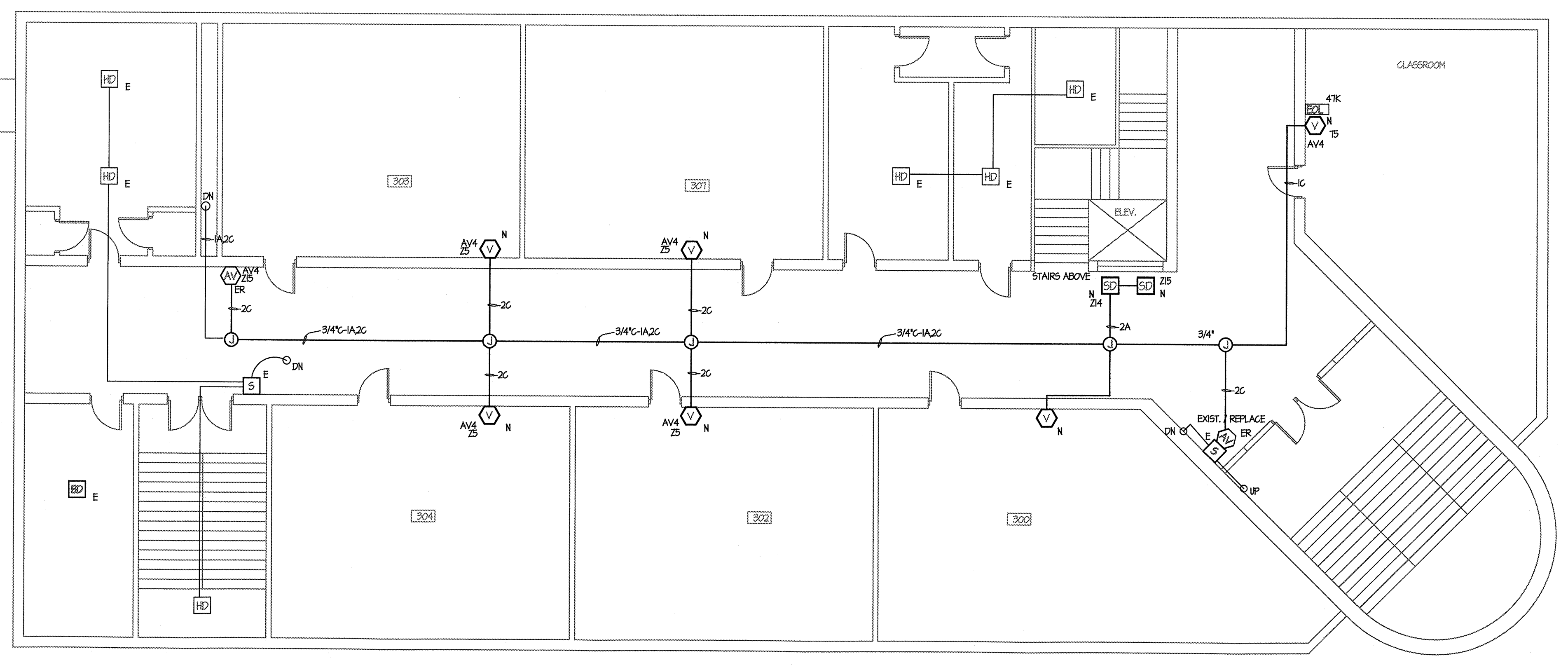




SECOND FLOOR FIRE ALARM PLAN
SCALE: 1/8"=1'-0"
NORTH



FOURTH FLOOR FIRE ALARM PLAN
SCALE: 1/8"=1'-0"
NORTH

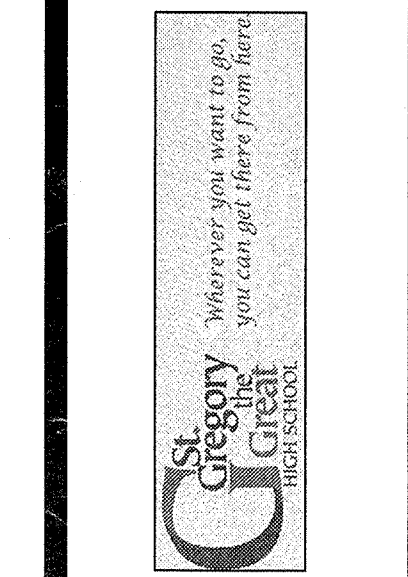


THIRD FLOOR FIRE ALARM PLAN
SCALE: 1/8"=1'-0"
NORTH

ZONE #	FLOOR	LOCATION	DESCRIPTION	DEVICES			ANNUNCIATION
				S	SD	D	
21	LOWER LEVEL	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	2	X	10	LOWER LEVEL DETECTION
22	1ST FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	3	X	6	1ST FLOOR DETECTION
23	2ND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	2	X	7	2ND FLOOR DETECTION
24	3RD FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	2	X	6	3RD FLOOR DETECTION
25	4TH FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	1	X	X	4TH FLOOR DETECTION
26	LOWER LEVEL	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	LOWER LEVEL ELEV LOBBY SMOKE DET
27	LOWER LEVEL	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	LOWER LEVEL ELEV LOBBY SMOKE DET
28	1ST FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV LOBBY SMOKE DET
29	1ST FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV LOBBY SMOKE DET
20	1ST FLOOR	ELEV MACH RM	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV MACH RM SMOKE DET
21	1ST FLOOR	ELEV MACH RM	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV MACH RM SMOKE DET
22	2ND FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	2ND FLOOR ELEV LOBBY SMOKE DET
23	2ND FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	2ND FLOOR ELEV LOBBY SMOKE DET
24	3RD FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	3RD FLOOR ELEV LOBBY SMOKE DET
25	3RD FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	3RD FLOOR ELEV LOBBY SMOKE DET
26	4TH FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	4TH FLOOR ELEV LOBBY SMOKE DET
27	4TH FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	4TH FLOOR ELEV LOBBY SMOKE DET

HIRE SCHEDULE	
FA	2/C#16-FFLR
FC	2/C#4FFLR

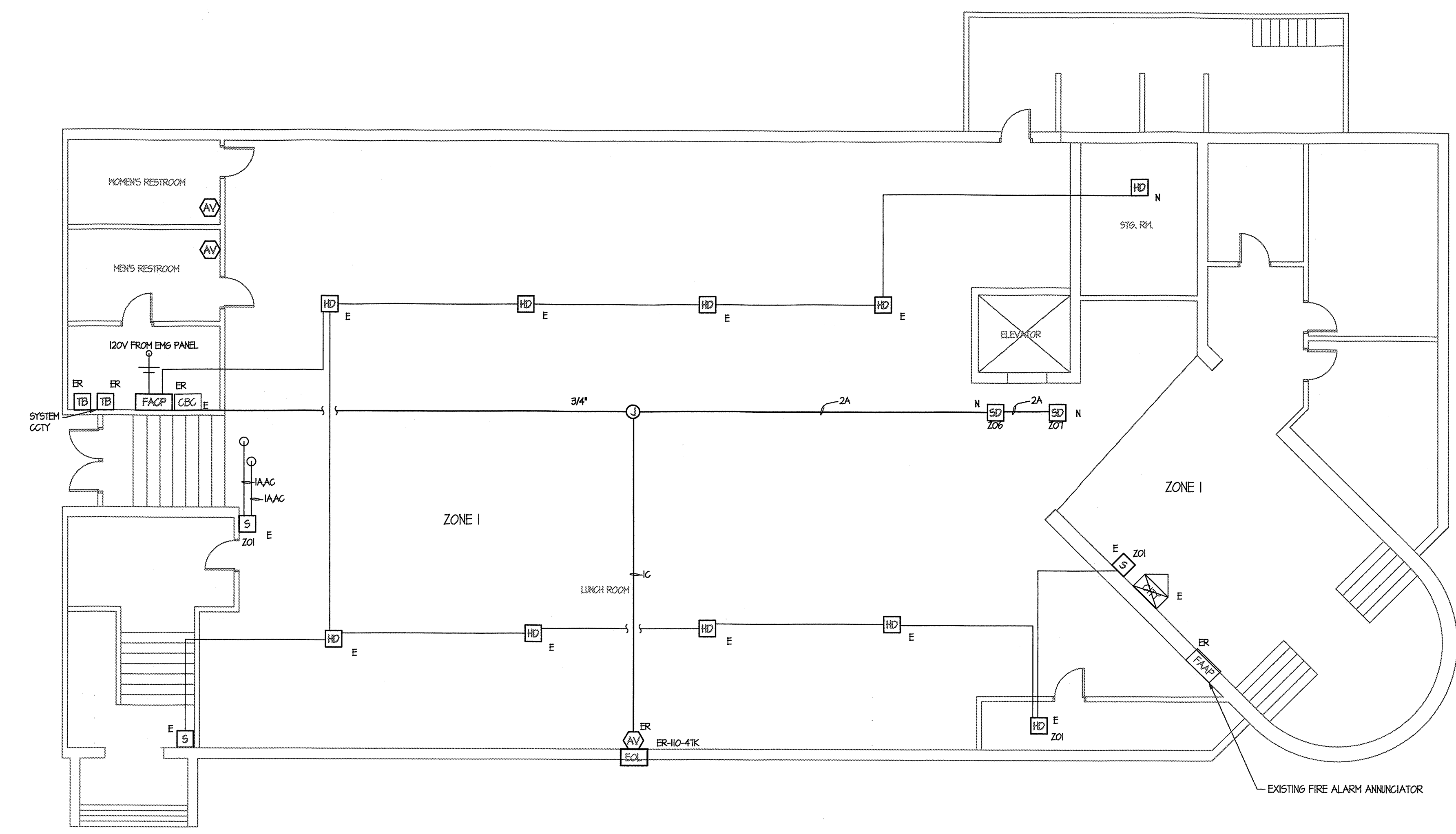
FIRE ALARM SYMBOL LIST	
AUTHORITY HAVING JURISDICTION	
CODE N USE	
FAAP	FIRE ALARM ANNUNCIATOR PANEL
FACP	FIRE ALARM CONTROL PANEL
EOL	END OF LINE RESISTOR OF A CIRCUIT
V	VISUAL ALARM DEVICE
VA	GENERAL ALARM DEVICE WITH VISUAL ALARM DEVICE
D	HEAT DETECTOR (25% ROR)
S	MANUAL PULL STATION
SD	DUCT SMOKE DETECTOR
RS	REMOTE TEST SWITCH
SD	SYSTEM SMOKE DETECTOR
FS	FLOW SWITCH
TS	TAMPER SWITCH
DH	MAGNETIC DOOR HOLDER
R	RELAY
ARM	AREA OF RESCUE MASTER STATION
ARA	AREA OF RESCUE
J	JUNCTION BOX



4-25-04 SCHEMATIC RECORD DRAWING

ST. GREGORY THE GREAT
HIGH SCHOOL
1671X BRUNNAR AVE.
CHICAGO, IL 60660

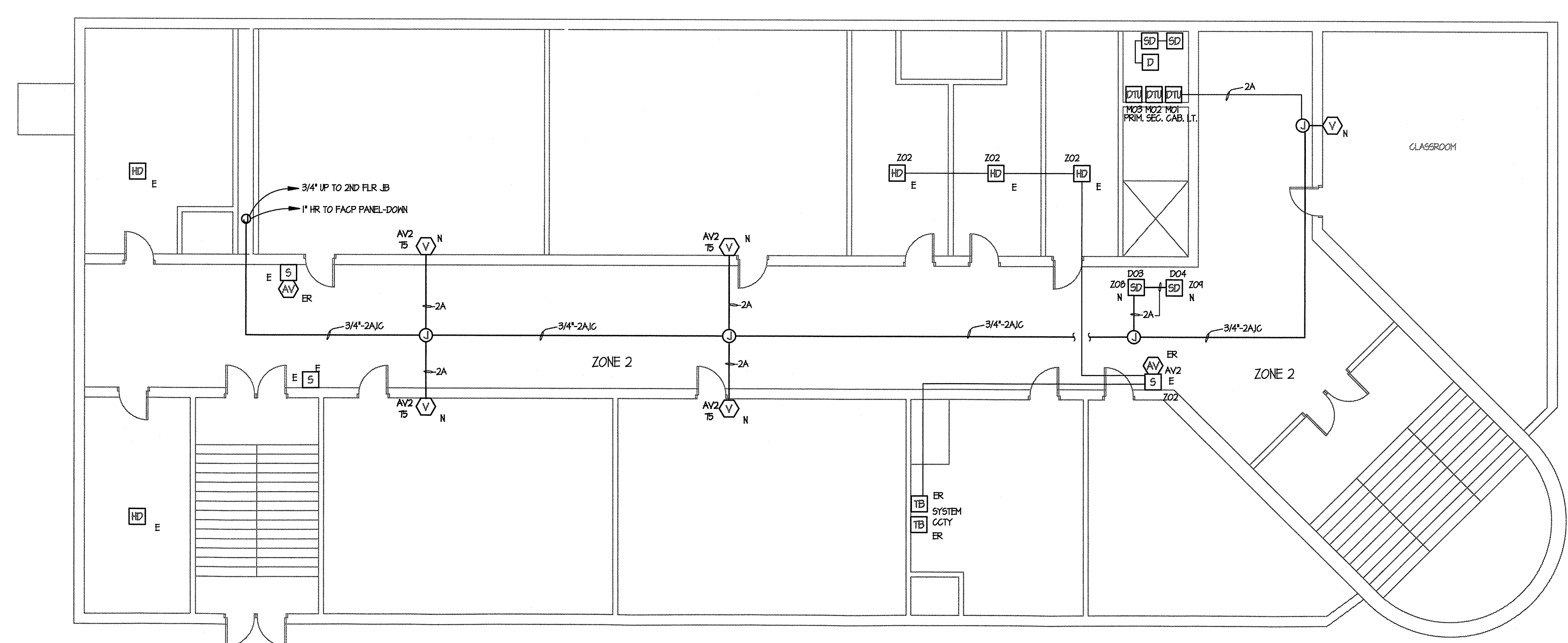
Certified By
Date: 5-31-04
Drawn By: JRN
Checked By:
E-3A



BASEMENT FLOOR FIRE ALARM PLAN
SCALE: 1/8"=1'-0"



ZONE #	FLOOR	LOCATION	DESCRIPTION	DEVICES			ANNUNCIATION
				S	SD	HD	
21	LOWER LEVEL	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	2	X	10	LOWER LEVEL DETECTION
22	1ST FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	3	X	4	1ST FLOOR DETECTION
23	2ND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	2	X	7	2ND FLOOR DETECTION
24	3RD FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: DETECTION	2	X	6	3RD FLOOR DETECTION
25	4TH FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING: 1 PULL STATION	1	X	X	4TH FLOOR DETECTION
26	LOWER LEVEL	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	ELEV LOBBY SMOKE DET
27	LOWER LEVEL	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	ELEV LOBBY SMOKE DET
28	1ST FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV LOBBY SMOKE DET
29	1ST FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV LOBBY SMOKE DET
20	1ST FLOOR	ELEV MACH RM	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV MACH RM SMOKE DET
21	1ST FLOOR	ELEV MACH RM	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	1ST FLOOR ELEV MACH RM SMOKE DET
212	2ND FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	2ND FLOOR ELEV LOBBY SMOKE DET
213	2ND FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	2ND FLOOR ELEV LOBBY SMOKE DET
214	3RD FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	3RD FLOOR ELEV LOBBY SMOKE DET
215	3RD FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	3RD FLOOR ELEV LOBBY SMOKE DET
216	4TH FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	4TH FLOOR ELEV LOBBY SMOKE DET
217	4TH FLOOR	ELEV LOBBY	THIS ZONE IS MONITORING: 1 SMOKE DETECTOR	X	1	X	4TH FLOOR ELEV LOBBY SMOKE DET

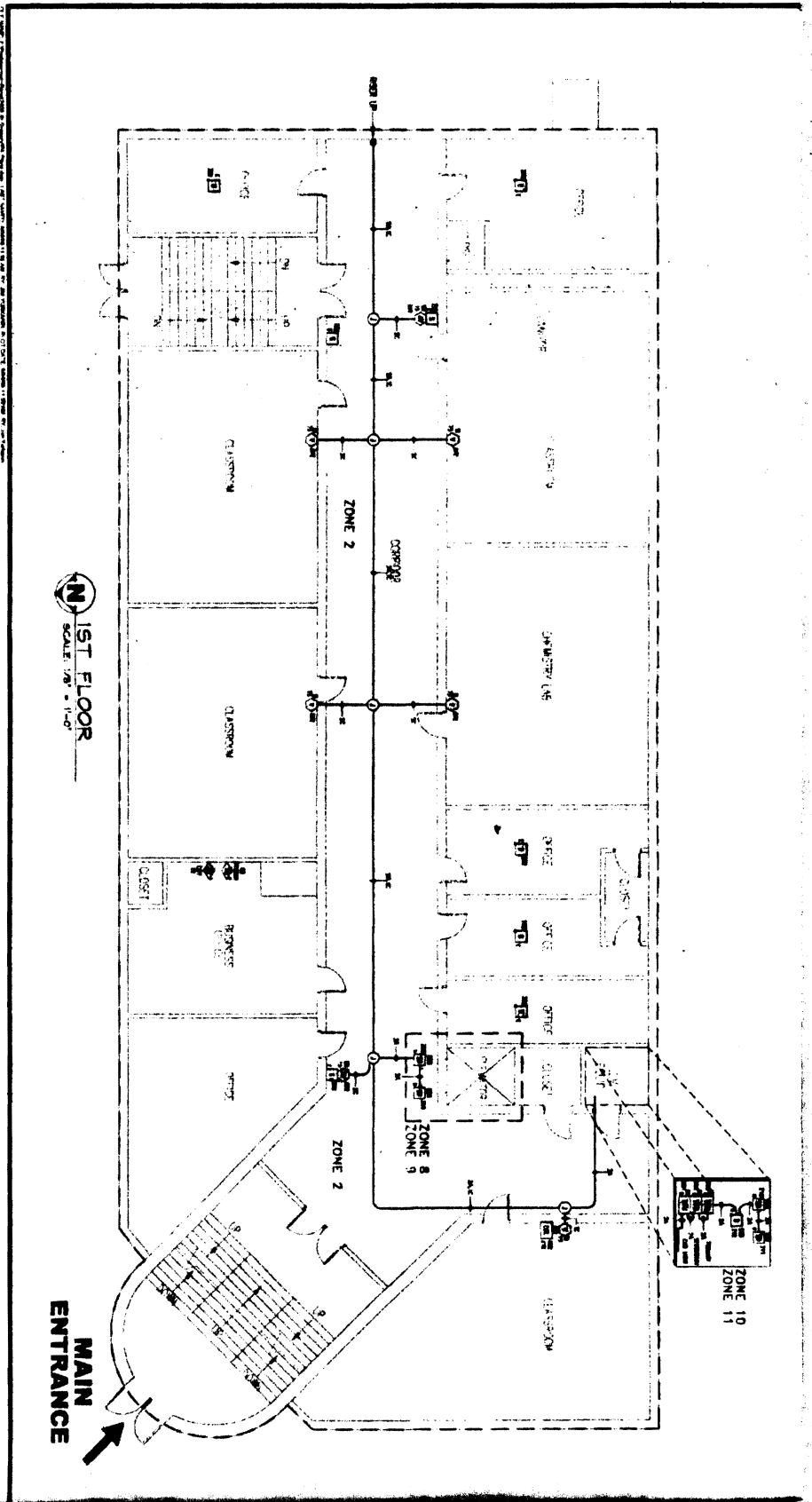


FIRST FLOOR FIRE ALARM PLAN
SCALE: 1/8"=1'-0"



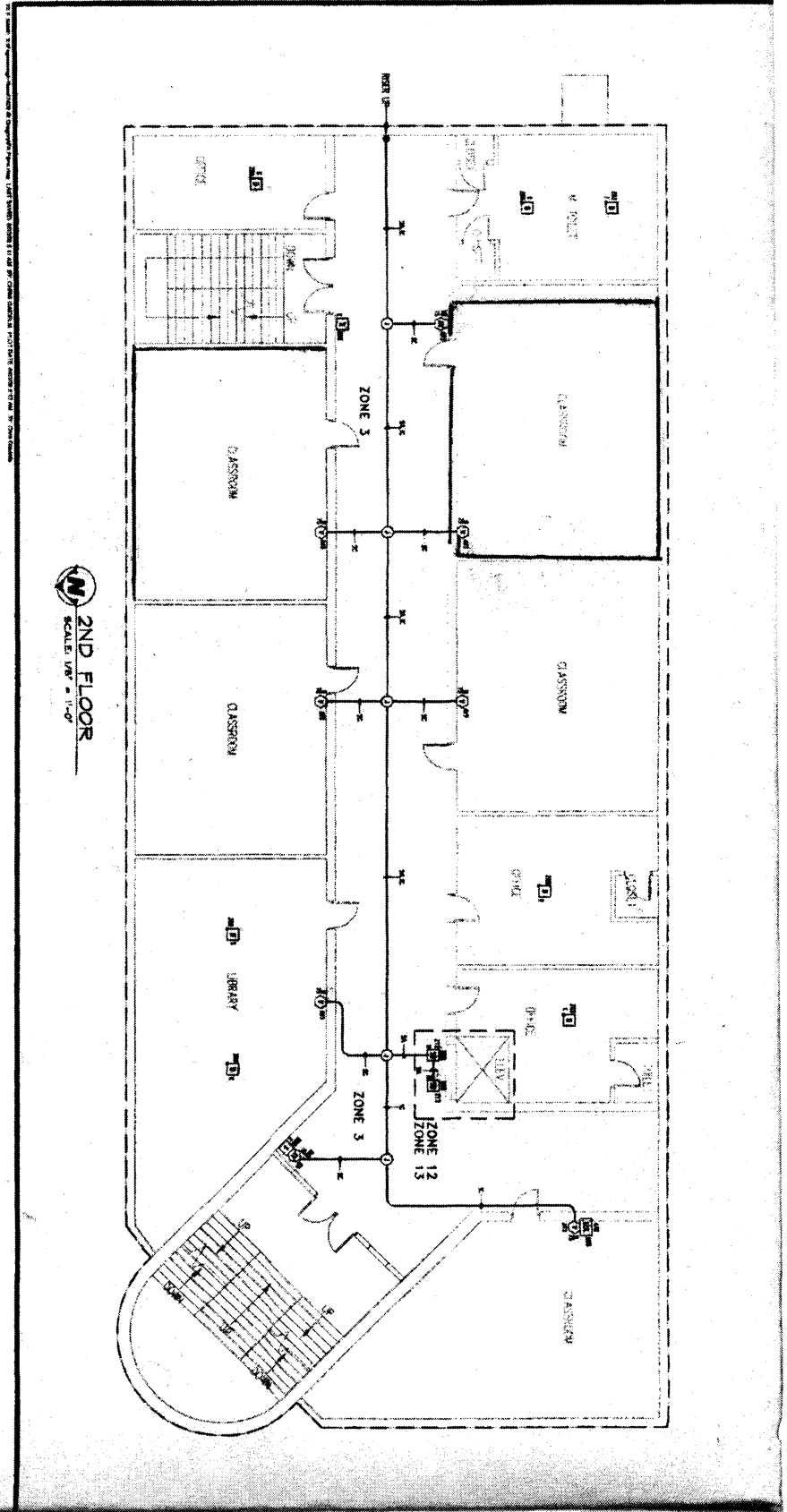
WIRE SCHEDULE	
NA	= 2/CN6-FPLR
NC	= 2/CN4-FPLR

FIRE ALARM SYMBOL LIST	
AUTHORITY HAVING JURISDICTION:	
CODE IN USE:	
SYMBOLS	DESCRIPTION
[FACP]	FIRE ALARM ANNUNCIATOR PANEL
[FACP]	FIRE ALARM CONTROL PANEL
[EOL]	END OF LINE RESISTOR OF A CIRCUIT
[VA]	VISUAL ALARM DEVICE
[VA]	GENERAL ALARM DEVICE WITH VISUAL ALARM DEVICE
[D]	HEAT DETECTOR 85% ROR
[S]	MANUAL PULL STATION
[SD]	DUCT SMOKE DETECTOR
[RS]	REMOTE TEST SWITCH
[SD]	SYSTEM SMOKE DETECTOR
[FS]	FLOW SWITCH
[TS]	TAMPER SWITCH
[M]	MAGNETIC DOOR HOLDER
[R]	RELAY
[ARM]	AREA OF RESCUE MASTER STATION
[ARA]	AREA OF RESCUE
[J]	JUNCTION BOX



N
1ST FLOOR
SCALE: 1/8" = 1'-0"

ZONE 10
ZONE 11



2ND FLOOR
SCALE: 1/8" = 1'-0"

FIRE ALARM ZONE LIST						
ZONE #	FLOOR	LOCATION	DESCRIPTION	DETECTORS	ANNUNCIATION	
21	GROUND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	7	10	GROUND FLOOR DETECTOR
22	1ST FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	4	1	1ST FLOOR DETECTOR
23	2ND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	3	3	2ND FLOOR DETECTOR
24	ROOF/ATTIC	ENTIRE FLOOR	THIS ZONE IS MONITORING 2 HEAT DETECTORS	X	2	ROOF/ATTIC DETECTOR
25	ROOF/ATTIC	EAST MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X	1	EAST MEZZANINE STORAGE HEAT DETECTOR
26	ROOF/ATTIC	WEST MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X	1	WEST MEZZANINE STORAGE HEAT DETECTOR

CURRENT CALCULATIONS FOR APS-6R #1						
CIRCUIT NUMBER	LOCATION	V _{SD} (V)	V _{SD} (MVA)	V _{SD} (MVA)	AV _{SD} (MVA)	TOTAL DEVICES PER CIRCUIT
V1	GROUND FLOOR	3	4	0	4	2
V2	1ST FLOOR	2	6	0	5	0
V3	2ND FLOOR	2	6	0	5	1
V4	3RD FLOOR	0	0	0	0	2
SUPPLIED APPS:		USED APPS:		REMAINING APPS:		
6		4.056		1.944		

FIRE ALARM WIRE SCHEDULE (IN CONDUIT)						
Designation Letter	ANG	Number of Conductors	Type	Shielded/Unshielded	Use Description	Belden Part #
A	16	2	FPLR	Unshielded	Addressable Signaling Line Circuit (SLC)	8220UL 1749
C	14	2	FPLR	Unshielded	Notification Appliance Circuit (NAC)	8220UL 2359
F	14	2	FPLR	Unshielded	Non-Resistive 24VDC Power	8220UL 2359
G	14	2	FPLR	Unshielded	Conventional Initiating Device Circuits (IDC)	8220UL 2359
H	14	2	FPLR	Unshielded	Household Fire Alarm Connections	8220UL 2359
N	16	2	FPLR	Shielded	BIA-485 Data	8220PL 1788

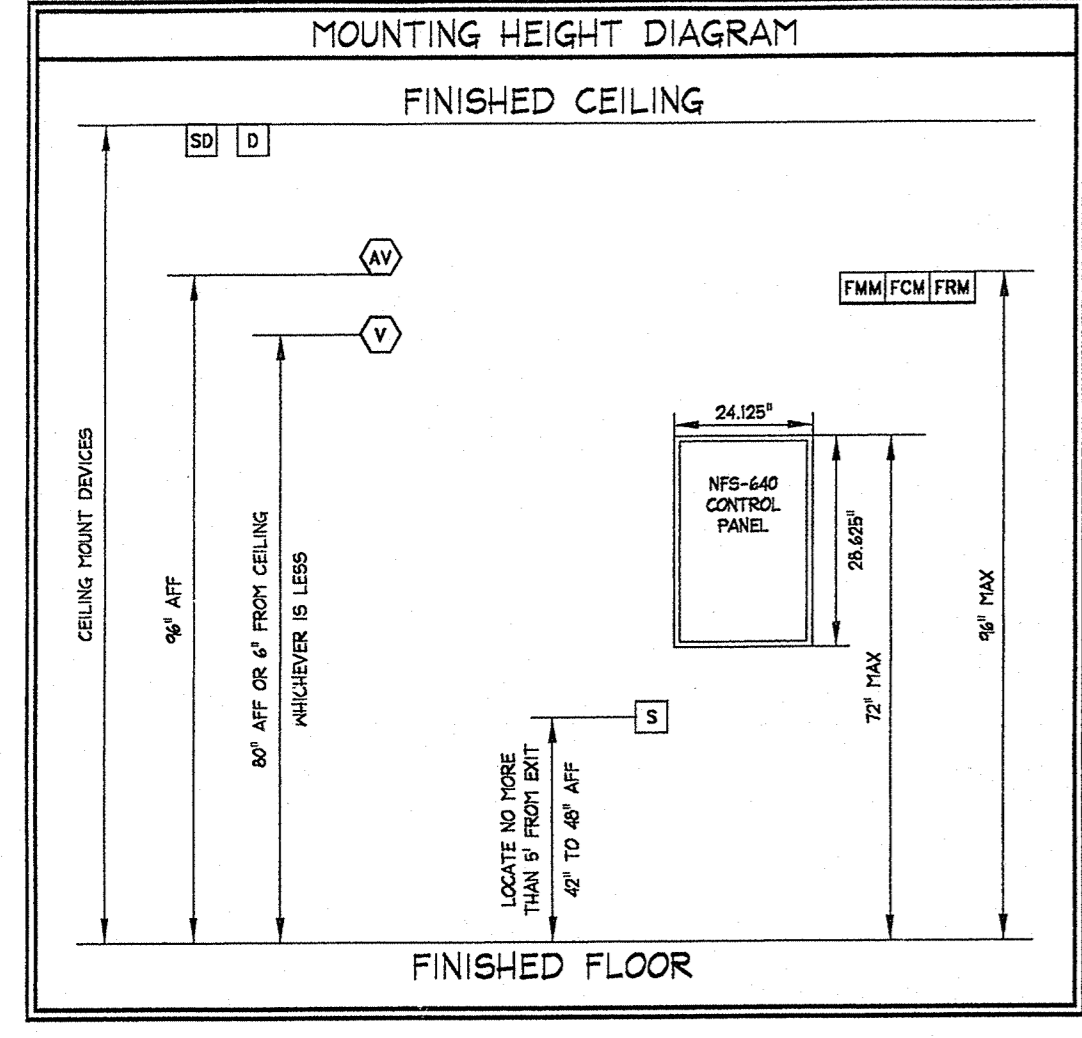
It is the Responsibility of The Electrical Contractor To Use The Correct Wire Type, Regardless of What is Listed in The Wire Schedule. If Wire is Run in A Plenum, Then Plenum Rated Cable (FPLP) Shall Be Used. If Wire is Run in A Riser, Then Riser Rated Cable (FPLR) Shall Be Used, Etc.

It is the Responsibility of The Electrical Contractor To Verify All Wire Types with The Authority Having Jurisdiction To Ensure All Wire G-Cable Being Used is Acceptable.

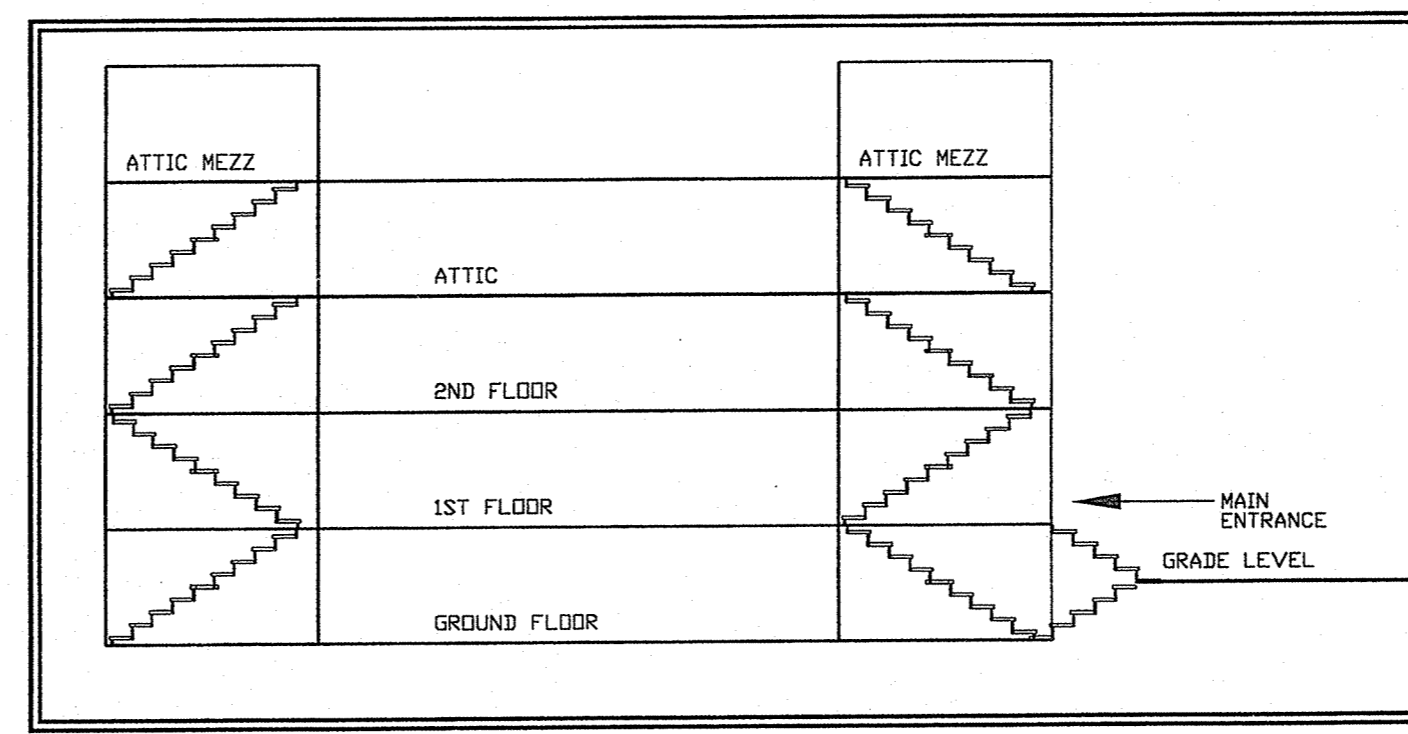
All Conduit And Straps Are 3/4" Unless Noted.

If There is Any Deviation To The Wire Listed Above, The Electrical Contractor Shall Verify That The Proper Conduit Fill is Not Exceeded. For EMT: 1 Wire-33%, 2 Wires-33%, And More Than 2 Wires-40%.

FIRE ALARM DEVICE LEGEND		
SYM	DESCRIPTION	PART #
1	FIRE ALARM CONTROL PANEL	NF6-640
2	FIRE ALARM ANNUNCIATOR	NL6
3	HEAT DETECTOR 18" RATE OF RISE	FBT-80R
4	MANUAL PULL STATION	ENG-100L
5	ISOLATOR MODULE	ISO-X
6	STROBE	SR
7	HORN/STROBE	FR
8	CITY TROUBLE BELL CONTROLLER	CITY
9	FIRE TROUBLE BELL CONTROLLER	FIRE
10	CITY TIE	MS4-13
11	SYSTEM 1800 CITY OF CHICAGO CONTROLLER	CSC 101
12	END-OF-LINE RESISTOR	VAR85
13	JUNCTION BOX	BY OTHERS



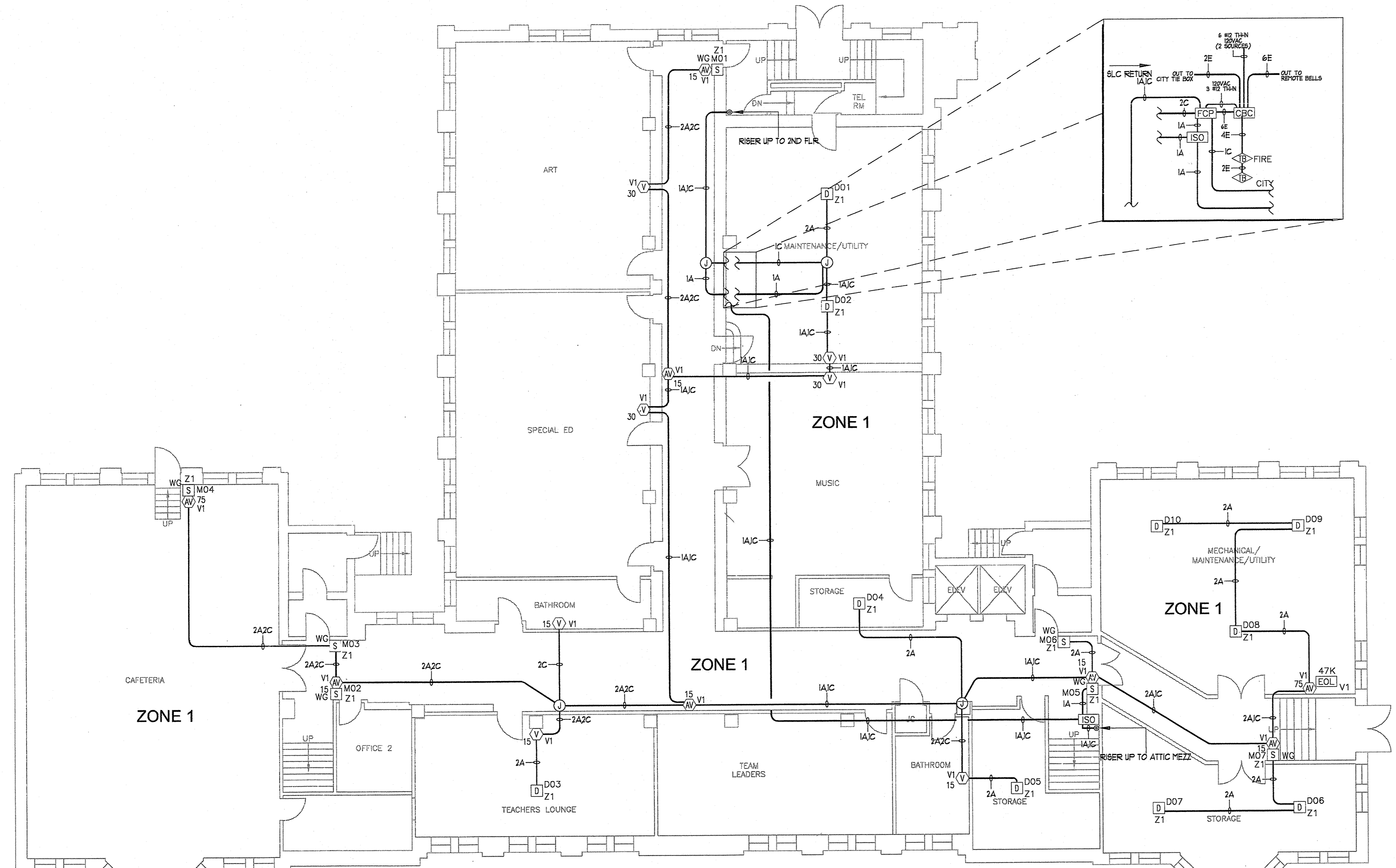
VOLTAGE DROP DATA FOR APS-6R #1						
CIRCUIT NUMBER	CIRCUIT LOCATION	WIRE GAUGE	CIRCUIT LENGTH	VOLTAGE AT LAST DEVICE	TOTAL VOLTAGE DROP	VOLTAGE AT THE END
V1	GROUND FLOOR	#14	684'	17.67 VDC	2.75 VDC	13.40%
V2	1ST FLOOR	#14	670'	17.74 VDC	2.61 VDC	12.78%
V3	2ND FLOOR	#14	678'	17.20 VDC	3.20 VDC	16.68%
V4	ATTIC	#14	197'	20.08 VDC	0.32 VDC	1.57%



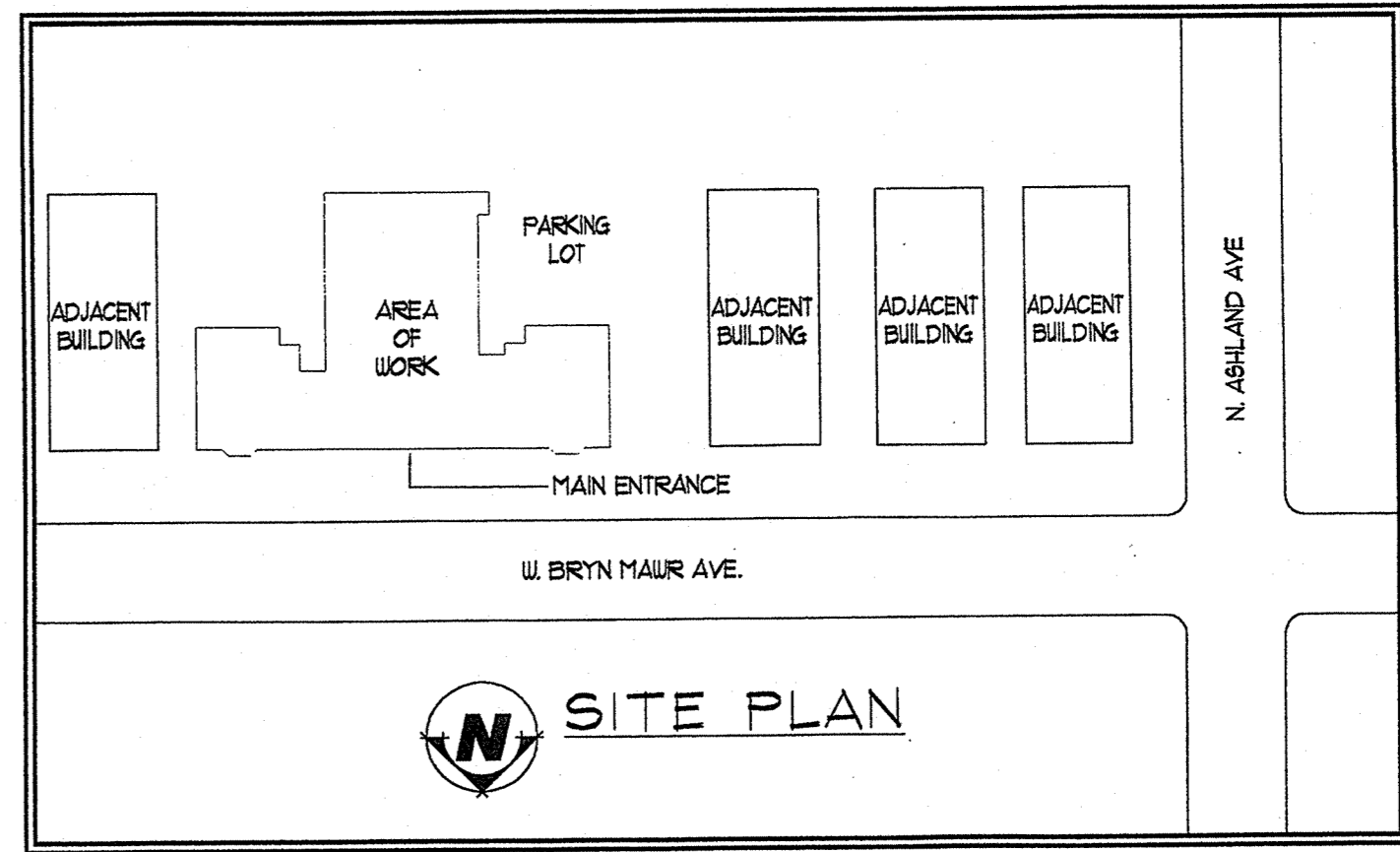
SCOPE OF WORK

OCCUPANCY TYPE: CLASS C, TYPE B - ELEMENTARY SCHOOL PER SEC. 9-16-109
CONSTRUCTION TYPE: TYPE I-B
SEISMIC COVERAGE: NONE
SCOPE OF WORK: DESIGN, INSTALL AND TEST AN ADDRESSABLE NOTIFIER NF6-640 CLASS 1 FIRE ALARM SYSTEM PROTECTING A 3 STORY SCHOOL WITH AN ATTIC. WIRING STYLE USED IS N.F.P.A. 7.

ABBREVIATIONS	
15	= 15 CANDELA RATING
1875	= 1875 CANDELA RATING
30	= 30 CANDELA RATING
75	= 75 CANDELA RATING
90	= 90 CANDELA RATING
10	= 10 CANDELA RATING
115	= 115 CANDELA RATING
177	= 177 CANDELA RATING
AV	= AVIATOR FINISHED FLOOR
BR	= BELL DETECTOR RECEIVER
BT	= BELL DETECTOR TRANSMITTER
C	= CEILING MOUNT
E	= EXISTING TO REMAIN
IC	= INITIATING DEVICE CIRCUIT
NI	= NOTIFIER
NI	= MINI (MONITOR MODULE)
NAC	= NOTIFICATION APPLIANCE CIRCUIT
P	= PHOTOELECTRIC
R	= EXISTING TO BE RELOCATED
SLC	= SIGNALING LINE CIRCUIT
T	= THERMAL
TP	= TRANSPARENT PROTECTED DEVICE
HP	= HEATHEARPROOF
HG	= HOSE GUARD
X	= EXISTING TO BE REMOVED



BASEMENT
Scale: 1/8" = 1'-0"



- FIRE ALARM NOTES:**
- ALL BATTERIES TO BE DATED (WITH MARKER) FROM THE DATE OF SYSTEM COMMISSION.
 - FIRE ALARM CONTROL CIRCUIT (20VAC POWER) TO BE IDENTIFIED AT FIRE ALARM PANEL.
 - FIRE ALARM CONTROL CIRCUIT TO BE IDENTIFIED AT DISTRIBUTION PANEL WITH A RED CIRCUIT BREAKER. CIRCUIT BREAKER LOCKOUT TO BE PROVIDED ON BREAKER FOR FIRE ALARM PANEL.
 - AC CIRCUIT TO BE DEDICATED TO FIRE ALARM CONTROL PANEL.
 - NO ADDRESSABLE MODULES TO BE MOUNTED OVER 36" AFF.
 - NO REMOTE TEST SWITCHES TO BE MOUNTED OVER 12" AFF.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL WATERFLOW 4 TAMPER SWITCHES HAVE NORMALLY OPEN CONTACTS IN NON-ALARM STATE.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL CIRCUITS ARE FREE FROM BOTH GROUND & OPEN CONDITIONS.
 - ELECTRICAL CONTRACTOR SHALL NOT DEVIATE FROM DEVICE ADDRESSES AS LABELED ON DRAWINGS WITHOUT FIRST CONTACTING HIGH RISE SECURITY SYSTEMS.
 - ALL AUDIBLE DEVICES SHALL SOUND THE NON-TEMPORAL PATTERN.

DEPARTMENT OF INSPECTOR & PERMITS
A.P.S. 311752
DEC 03 2008
R. Kuo
ELECTRICAL PLAN EXAMINER
Subject to compliance of Article 760.
DEC 15 2008
F. J. [Signature]

CITY OF CHICAGO
APPROVAL STAMP

PASSAGES CHARTER SCHOOL
1643 W. BRYN MAWR
CHICAGO, ILLINOIS

FIRE ALARM SYSTEM
GROUND FLOOR
DEVICE LAYOUT

DRAWN BY: CSG	SCALE: 1/8" = 1'-0"	APPROVED BY:
DATE: 10/30/08	REVISION: A	SHEET NUMBER: 1 OF 7

FIRE ALARM ZONE LIST						
ZONE #	FLOOR	LOCATION	DESCRIPTION	DEVICES	ANNUNCIATION	
21	GROUND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTOR	7 10	GROUND FLOOR DETECTOR	
22	1ST FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTOR	6 1	1ST FLOOR DETECTOR	
23	2ND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTOR	3 3	2ND FLOOR DETECTOR	
24	ROOF/ ATTIC	ENTIRE FLOOR	THIS ZONE IS MONITORING 2 HEAT DETECTORS	X 2	ROOF/ATTIC DETECTOR	
25	ROOF/ ATTIC	MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X 1	EAST MEZZANINE STORAGE HEAT DETECTOR	
26	ROOF/ ATTIC	WEST MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X 1	WEST MEZZANINE STORAGE HEAT DETECTOR	

CURRENT CALCULATIONS FOR APS-6R #1									
CIRCUIT NUMBER	LOCATION	V. RCD	V. RCD	V. RCD	V. RCD	V. RCD	V. RCD	TOTAL DEVICES PER CIRCUIT	TOTAL AMP PER CIRCUIT
V1	GROUND FLOOR	3	4	0	6	2	16	1.400	
V2	1ST FLOOR	2	8	0	5	0	15	1.275	
V3	2ND FLOOR	2	8	0	5	1	16	1.455	
V4	ROOF FLOOR	0	0	0	0	2	2	0.350	
SUPPLIED APPS:		USED APPS:		REMAINING APPS:					
6		4.400		1.600					

FIRE ALARM WIRE SCHEDULE (IN CONDUIT)							
Designation Letter	AWG	Number of Conductors	Type	Shielded/ Unshielded	Use Description	Belden Part #	
A	16	2	FPLR	Unshielded	Addressable Signaling Line Circuit (SLC)	8220AL 1749	
B	16	2	FPLR	Unshielded	Notification Appliance Circuit (NAC)	8220AL 2139	
C	14	2	FPLR	Unshielded	Non-Resettable 24VDC Power	8220AL 2139	
F	14	2	FPLR	Unshielded	Conventional Initiating Device Circuits (IDC)	8220AL 2139	
G	14	2	FPLR	Unshielded	Proprietary Fire Alarm Connections	8220AL 2139	
M	14	2	FPLR	Unshielded	Shielded	8220PL 1788	
N	16	2	FPLR	Shielded	Shielded		

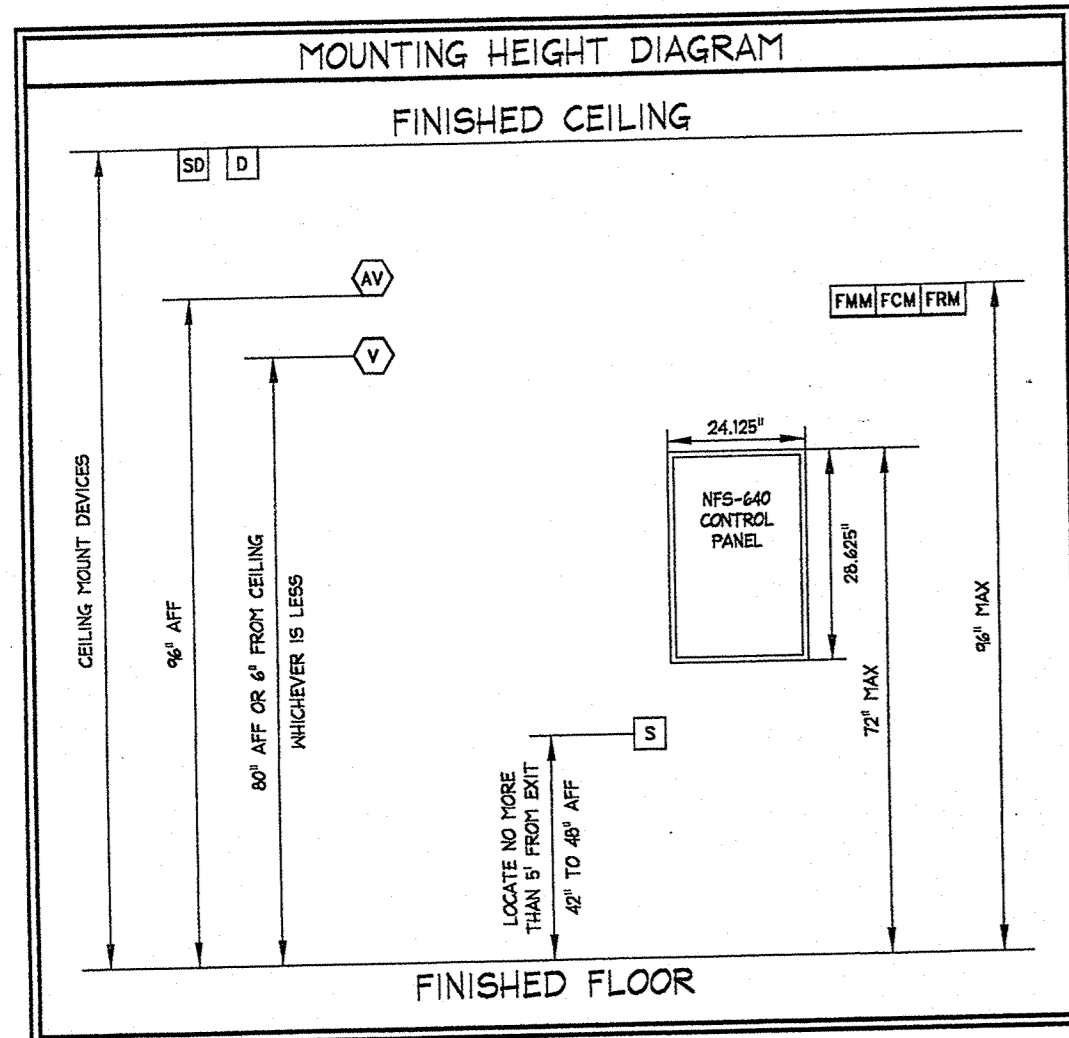
#1 is the Responsibility of The Electrical Contractor To Use The Correct Wire Types Regardless of What is Listed in The Wire Schedule. If Wire is Run in a Plenum, Then Plenum Rated Cable (FPLP) Shall Be Used. If Wire is Run in a Riser, Then Riser Rated Cable (FPLR) Shall Be Used, Etc.

#2 is the Responsibility of The Electrical Contractor To Verify All Wire Types With The Authority Having Jurisdiction To Ensure All Wire Or Cable Being Used is Acceptable.

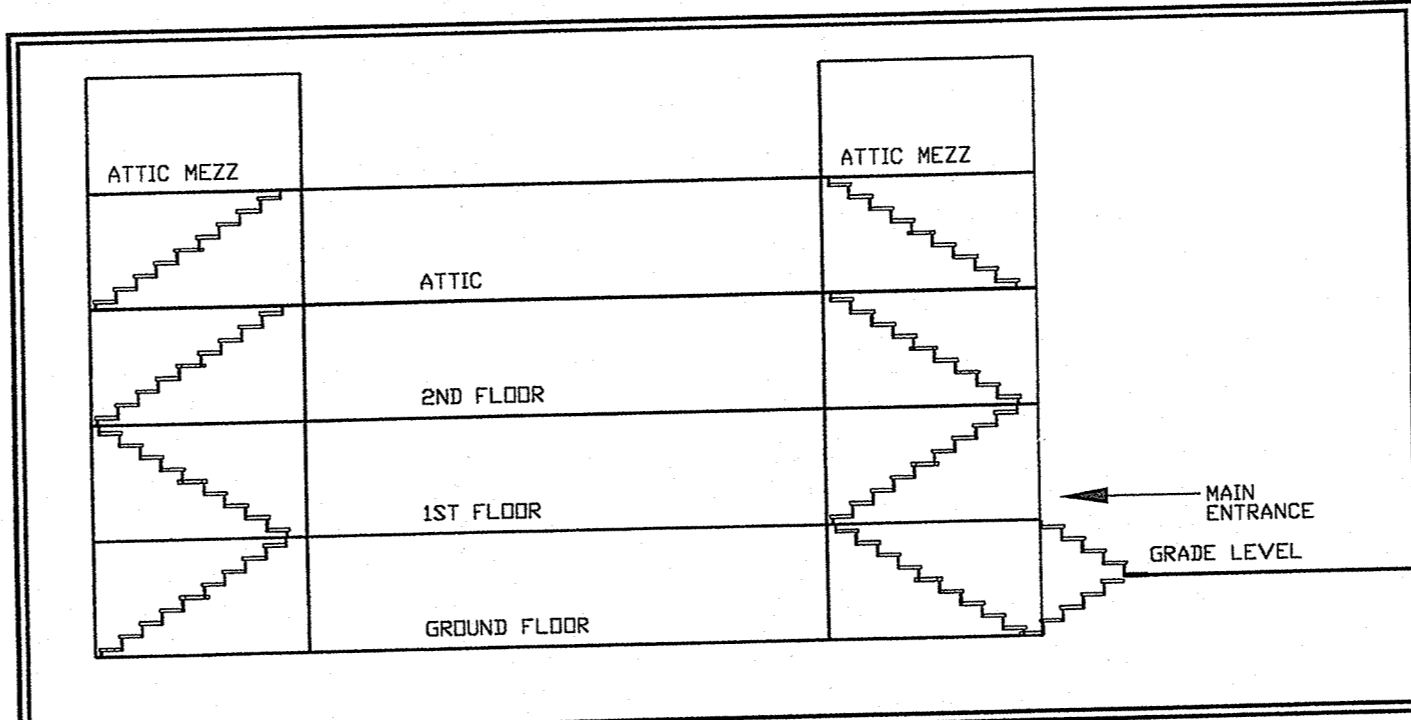
#3 is the Responsibility of The Electrical Contractor To Verify All Wire Types With The Authority Having Jurisdiction To Ensure All Wire Or Cable Being Used is Acceptable.

All Conduit And Buses Are 3/4" Unless Noted.

FIRE ALARM DEVICE LEGEND		
BTH QTY	DESCRIPTION	PART #
1	FIRE ALARM CONTROL PANEL	NFA-640
1	FIRE ALARM ANNUNCIATOR	XLB
1	HEAT DETECTOR 1ST FLOOR	F81-809R
2	MANUAL PULL STATION	F81-108R
2	ISOLATOR MODULE	180-X
1	STROBE	SR
1	HORN/STROBE	FSR
1	CITY TROUBLE BELL CONTROLLER	CITY
1	FIRE TROUBLE BELL CONTROLLER	FIRE
1	CITY TIE	MS4-73
1	SYSTEM 5808 CITY OF CHICAGO CONTROLLER	CBC VII
1	END-OF-LINE RESISTOR	VARIES
2	JUNCTION BOX	87-C749B



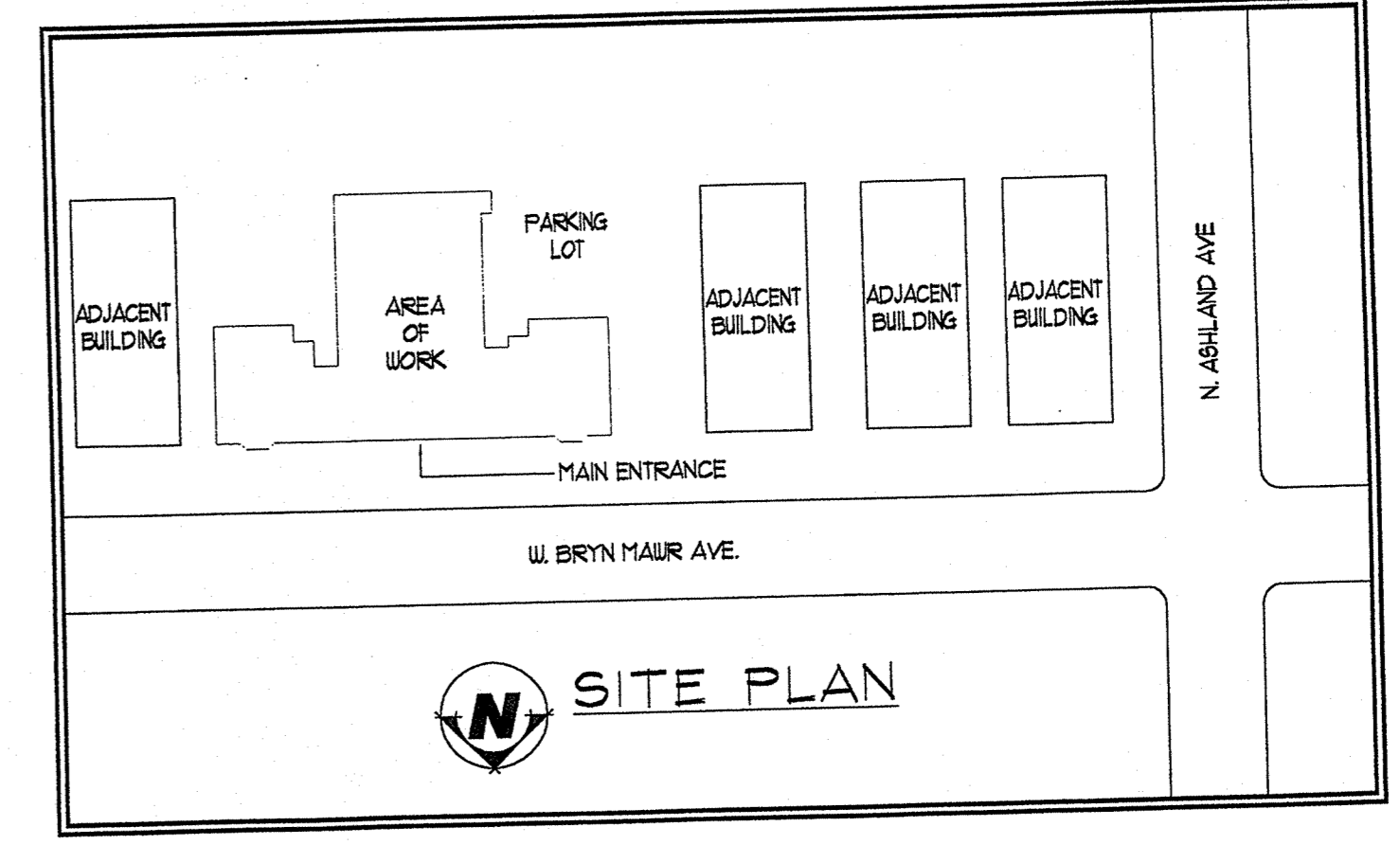
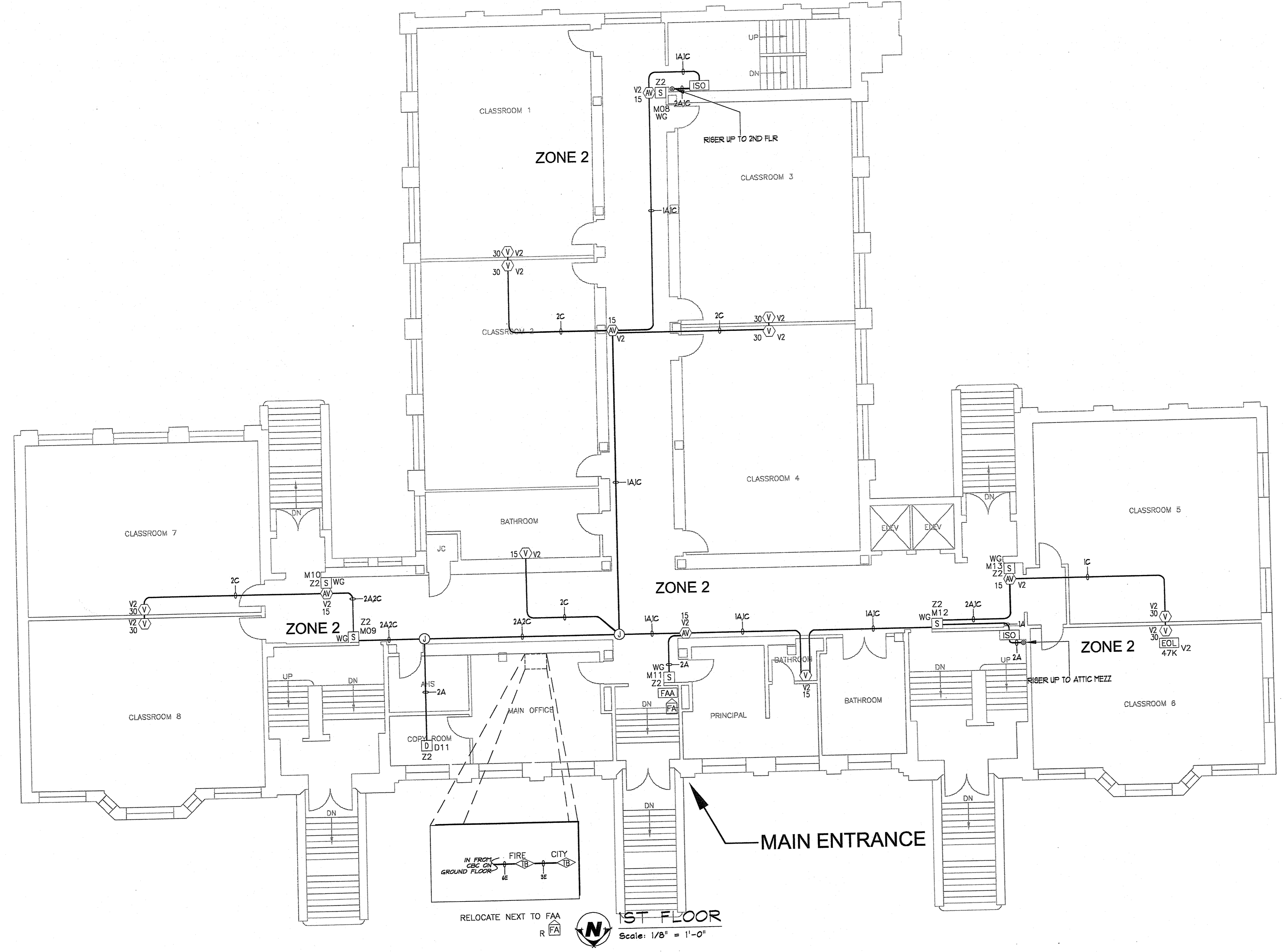
VOLTAGE DROP DATA FOR APS-6R #1						
CIRCUIT NUMBER	CIRCUIT LOCATION	WIRE GAUGE	CIRCUIT LENGTH	VOLTAGE AT LAST DEVICE	TOTAL VOLTAGE DROP	VOLTAGE DROP %
V1	GROUND FLOOR	#14	444'	17.67 VDC	2.79 VDC	15.42%
V2	1ST FLOOR	#14	670'	17.79 VDC	2.81 VDC	15.77%
V3	2ND FLOOR	#14	678'	17.80 VDC	2.82 VDC	15.80%
V4	ATTIC	#14	102'	20.26 VDC	0.32 VDC	1.57%



SCOPE OF WORK	
REFERENCE TYPE:	CLASS C, TYPE B - ELEMENTARY SCHOOL PER SEC. 9-16-00
CONSTRUCTION TYPE:	TYPE I-B
SPRINKLER COVERAGE:	NONE
SCOPE OF WORK:	DESIGN, INSTALL AND TEST AN ADDRESSABLE NOTIFIER WITH 485 CLASS I FIRE ALARM SYSTEM PROTECTING A 3 STORY SCHOOL WITH AN ATTIC. WIRING STYLE USED IS NFPA-70.

ABBREVIATIONS	
IS	= IS CANDELA RATING
IS/75	= IS/75 CANDELA RATING
30	= 30 CANDELA RATING
75	= 75 CANDELA RATING
100	= 100 CANDELA RATING
175	= 175 CANDELA RATING
177	= 177 CANDELA RATING
AFF	= ABOVE FINISHED FLOOR
BD	= BEAM DETECTOR, RECEIVER
BT	= BEAM DETECTOR, TRANSMITTER
C	= CEILING MOUNT
E	= EXISTING TO REMAIN
IS	= IS (MONITOR MODULE)
IDC	= INITIATING DEVICE CIRCUIT
FN	= FIN (NOTIFIER)
NAC	= NOTIFICATION APPLIANCE CIRCUIT
N	= NEW
P	= PHOTOELECTRIC
R	= RELAYING TO BE RELOCATED
SLC	= SIGNALING LINE CIRCUIT
T	= TUBULAR
TP	= TRANSIENT PROTECTED DEVICE
WP	= WEATHERPROOF
WG	= WIRE GUARD
X	= EXISTING TO BE REMOVED

- FIRE ALARM NOTES:
- ALL BATTERIES TO BE DATED (WITH MARKER) FROM THE DATE OF SYSTEM COMMISSION.
 - FIRE ALARM CONTROL CIRCUIT (24VAC POWER) TO BE IDENTIFIED AT FIRE ALARM PANEL.
 - FIRE ALARM CONTROL CIRCUIT TO BE IDENTIFIED AT DISTRIBUTION PANEL WITH A RED CIRCUIT BREAKER. CIRCUIT BREAKER LOCKOUT TO BE PROVIDED ON BREAKER FOR FIRE ALARM PANEL.
 - AC CIRCUIT TO BE DEDICATED TO FIRE ALARM CONTROL PANEL.
 - NO ADDRESSABLE MODULES TO BE MOUNTED OVER 36" AFF.
 - NO REMOTE TEST SWITCHES TO BE MOUNTED OVER 12" AFF.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL WATERLOU & TAMPER SWITCHES HAVE NORMALLY OPEN CONTACTS IN NON ALARM STATE.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL CIRCUITS ARE FREE FROM BOTH GROUND & OPEN CONDITIONS.
 - ELECTRICAL CONTRACTOR SHALL NOT DEVIATE FROM DEVICE ADDRESSES AS LABELED ON DRAWINGS WITHOUT FIRST CONTACTING HIGH RISE SECURITY SYSTEMS.
 - ALL AUDIBLE DEVICES SHALL SOUND THE NON-TEMPORAL PATTERN.



EQUIPMENT SUPPLIER
NOTIFIER
 High Rise Security Systems, Inc.
 762 East Oak Drive, Westmont, IL 60559
 Tel: 630-930-0700 Fax: 630-930-9450
 State of Ill. Fire Alarm License # 127-001272

INSTALLING CONTRACTOR
MAKS Electric
 2708 W. Saragut Chicago, IL 60625
 Tel: 773-418-5536 Fax: 773-275-7058

CITY OF CHICAGO APPROVAL STAMP

PASSAGES CHARTER SCHOOL
 1643 W. BRYN MAWR CHICAGO, ILLINOIS

FIRE ALARM SYSTEM
 1ST FLOOR
 DEVICE LAYOUT

DRAWN BY: CSG SCALE: 1/8" = 1'-0" APPROVED BY:
 DATE: 10/30/08
 JOB NUMBER: 68-99 REVISION: A SHEET NUMBER: 2 OF 7

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ZONE #	FLOOR	LOCATION	DESCRIPTION	DEVICES		ANNUNCIATION
				S	D	
21	GROUND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	7	10	GROUND FLOOR DETECTION
22	1ST FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	6	1	1ST FLOOR DETECTION
23	2ND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	3	3	2ND FLOOR DETECTION
24	ROOF/ ATTIC	ENTIRE FLOOR	THIS ZONE IS MONITORING 2 HEAT DETECTORS	X	2	ROOF/ATTIC DETECTION
25	ROOF/ ATTIC	EAST MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X	1	EAST MEZZANINE STORAGE HEAT DETECTOR
26	ROOF/ ATTIC	WEST MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X	1	WEST MEZZANINE STORAGE HEAT DETECTOR

CIRCUIT NUMBER	LOCATION	V-BED AMP	V-300 AMP	V-500 AMP	AV-500 AMP	AV-500 AMP	TOTAL WIRE CURRENT	TOTAL AMP PER CIRCUIT	
V1	GROUND FLOOR	3	4	0	4	2	15	1.420	
V2	1ST FLOOR	2	6	0	6	0	15	1.271	
V3	2ND FLOOR	2	8	0	8	1	16	1.456	
V4	3RD FLOOR	0	0	0	0	2	2	0.362	
SUPPLIED AMPS:		8		USED AMPS:		4.886		REMAINING AMPS:	7.814

Designation Letter	AWG	Number of Conductors	Type	Shielded/Unshielded	Use Description	Belden Part #
A	16	2	FPLR	Unshielded	Addressable Signaling Line Circuit (SILC)	8220FL 1749
C	14	2	FPLR	Unshielded	Notification Appliance Circuit (NAC)	8220FL 2189
F	14	2	FPLR	Unshielded	Non-Resettable 24VDC Power	8220FL 2189
G	14	2	FPLR	Unshielded	Conventional Initiating Device Circuits (IDC)	8220FL 2189
H	14	2	FPLR	Unshielded	Simultaneous Fire Alarm Connections	8220FL 2189
N	16	2	FPLR	Shielded	EIA-485 Data	8220FL 1786

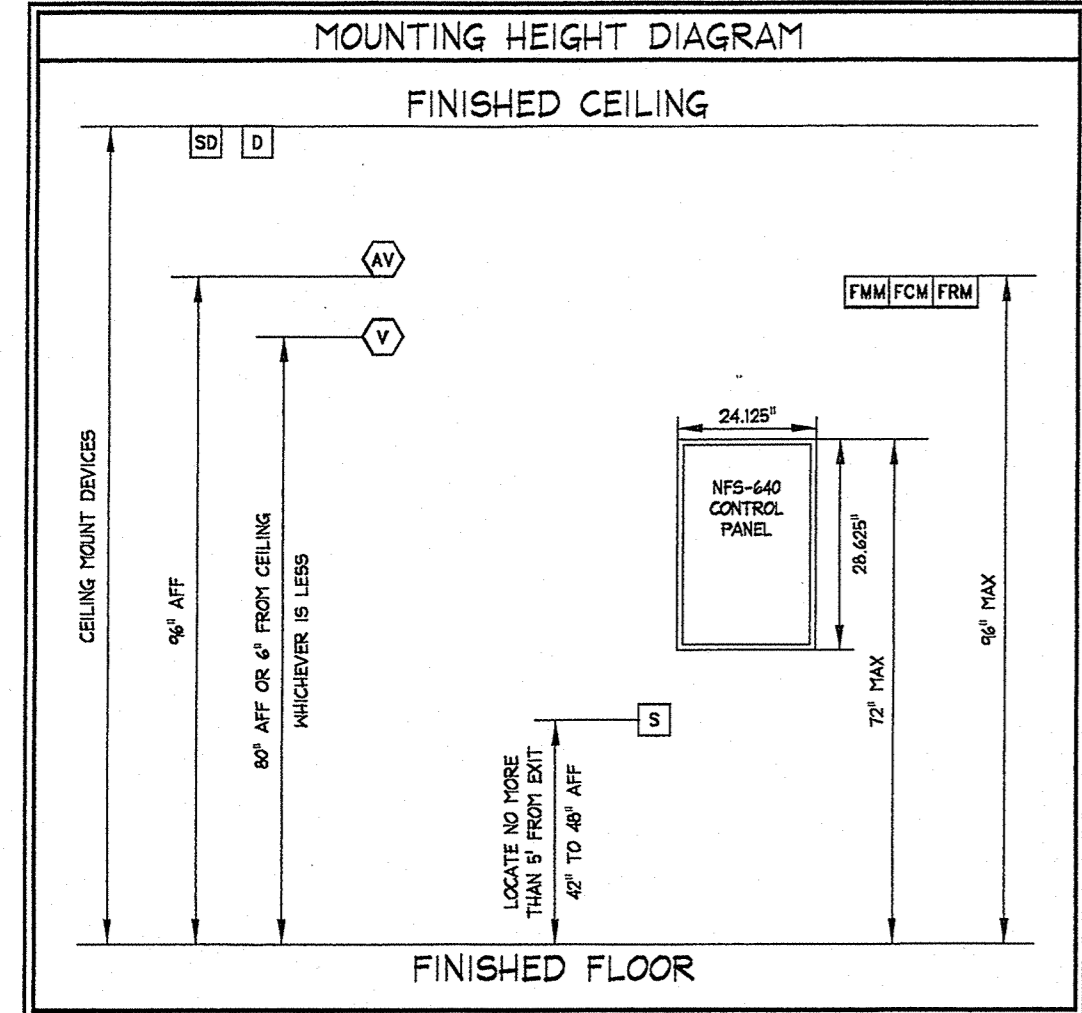
It is the Responsibility of The Electrical Contractor To Use The Correct Wire Type Regardless Of What Is Listed in This Wire Schedule. If Wire is Run in A Plenum, Then Plenum Rated Cable (PLP) Shall Be Used. If Wire is Run in A Riser, Then Riser Rated Cable (FPLR) Shall Be Used, Etc.

It is the Responsibility of The Electrical Contractor To Verify All Wire Types With The Authority Having Jurisdiction To Ensure All Wire Or Cable Being Used is Acceptable.

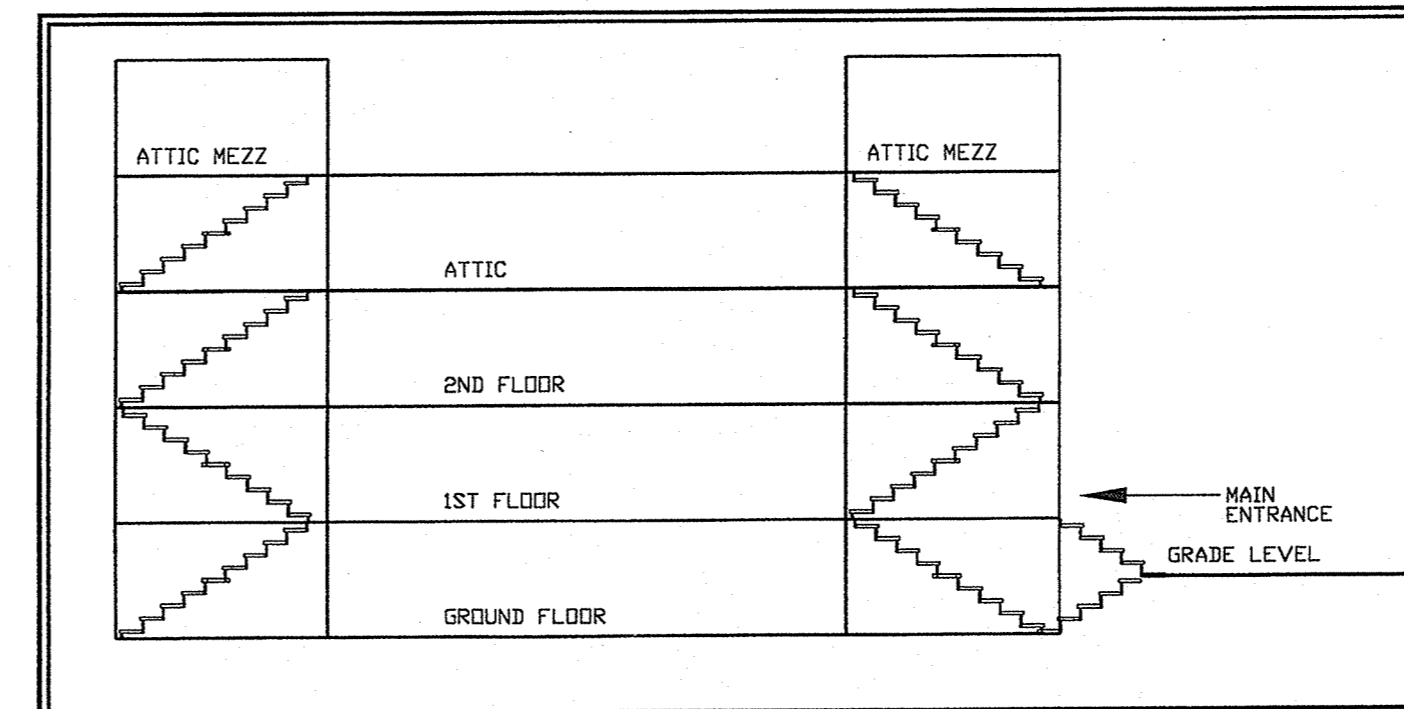
All Conduit And Straps Are 3/4" Unless Noted.

If There is Any Deviation To The Wire Listed Above, The Electrical Contractor Shall Verify That The Proper Conduit Fill is Not Exceeded. For EMT: 1 Wire-53%, 2 Wires-51%, And More Than 2 Wires-42%.

SYM	QTY	DESCRIPTION	PART #
①	1	FIRE ALARM CONTROL PANEL	NF8-640
②	1	FIRE ALARM ANNUNCIATOR	XL8
③	3	HEAT DETECTOR 95' RATE OF RISE	F81-85R
④	2	MANUAL PULL STATION	8N5-78FL
⑤	2	ISOLATOR MODULE	ISO-K
⑥	1	STROBE	SR
⑦	1	SHOW/STROBE	FSR
⑧	1	CITY TRUBLE BELL CONTROLLER	CITY
⑨	1	FIRE TRUBLE BELL CONTROLLER	FIRE
⑩	1	CITY TRUBLE BELL CONTROLLER	FSM-13
⑪	1	SYSTEM 8800 CITY OF CHICAGO CONTROLLER	CSG-VI
⑫	1	END-OF-LINE RESISTOR	VAREE
⑬	1	JUNCTION BOX	BY OTHERS



CIRCUIT NUMBER	CIRCUIT LOCATION	WIRE GAUGE	CIRCUIT LENGTH	VOL. DROP AT LAST DEVICE	TOTAL VOLTAGE DROP	VOLTAGE DROP %
V1	GROUND FLOOR	#14	664'	17.67 VDC	2.73 VDC	13.42%
V2	1ST FLOOR	#14	670'	17.78 VDC	2.61 VDC	12.78%
V3	2ND FLOOR	#14	678'	17.92 VDC	3.50 VDC	18.48%
V4	ATTIC	#14	187'	20.28 VDC	0.82 VDC	1.97%



SCOPE OF WORK

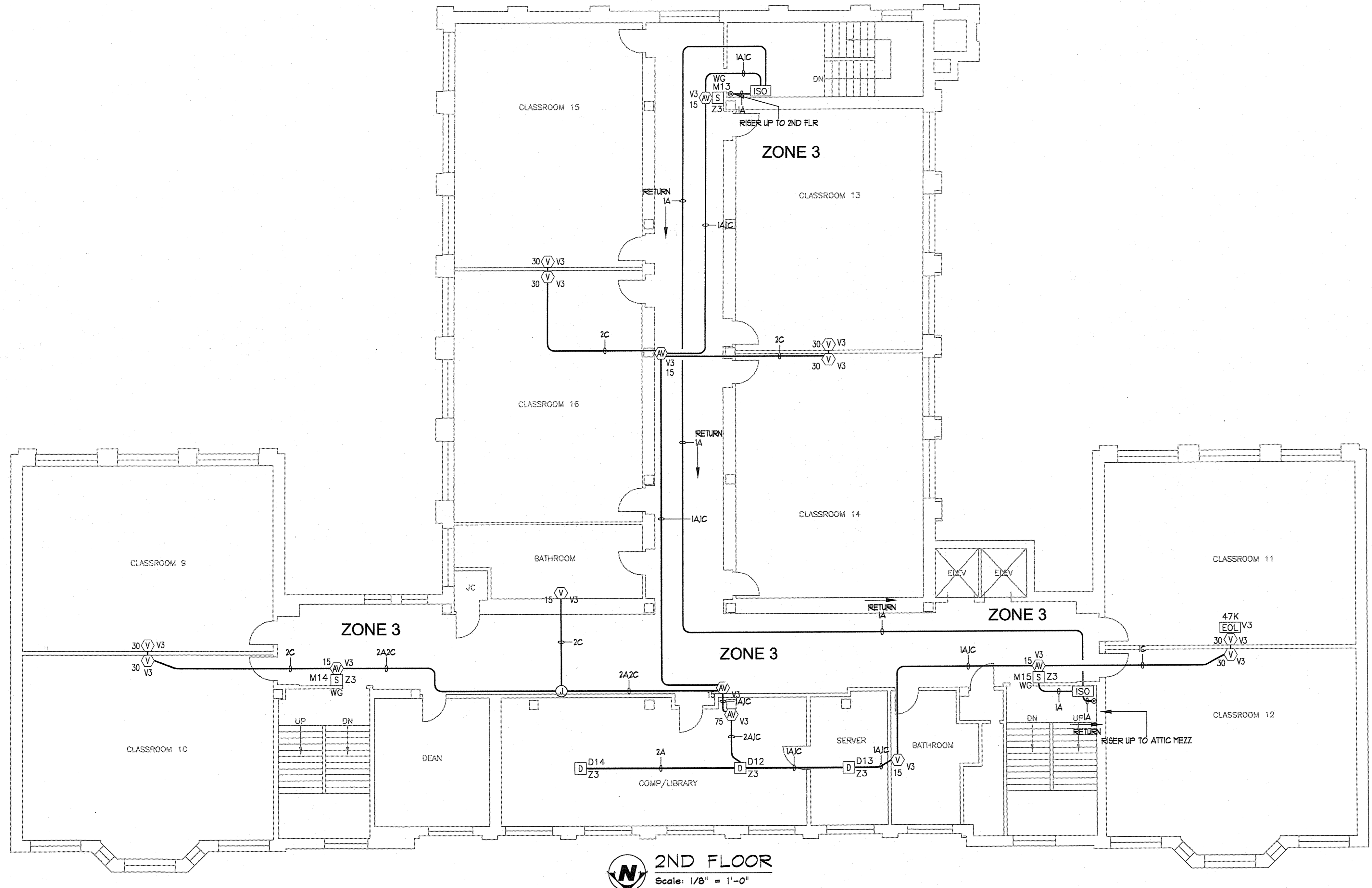
OCCUPANCY TYPE: CLASS G, TYPE B - ELEMENTARY SCHOOL PER SECT. 16-54-00

CONSTRUCTION TYPE: TYPE I-B

SEISMIC CATEGORY: NONE

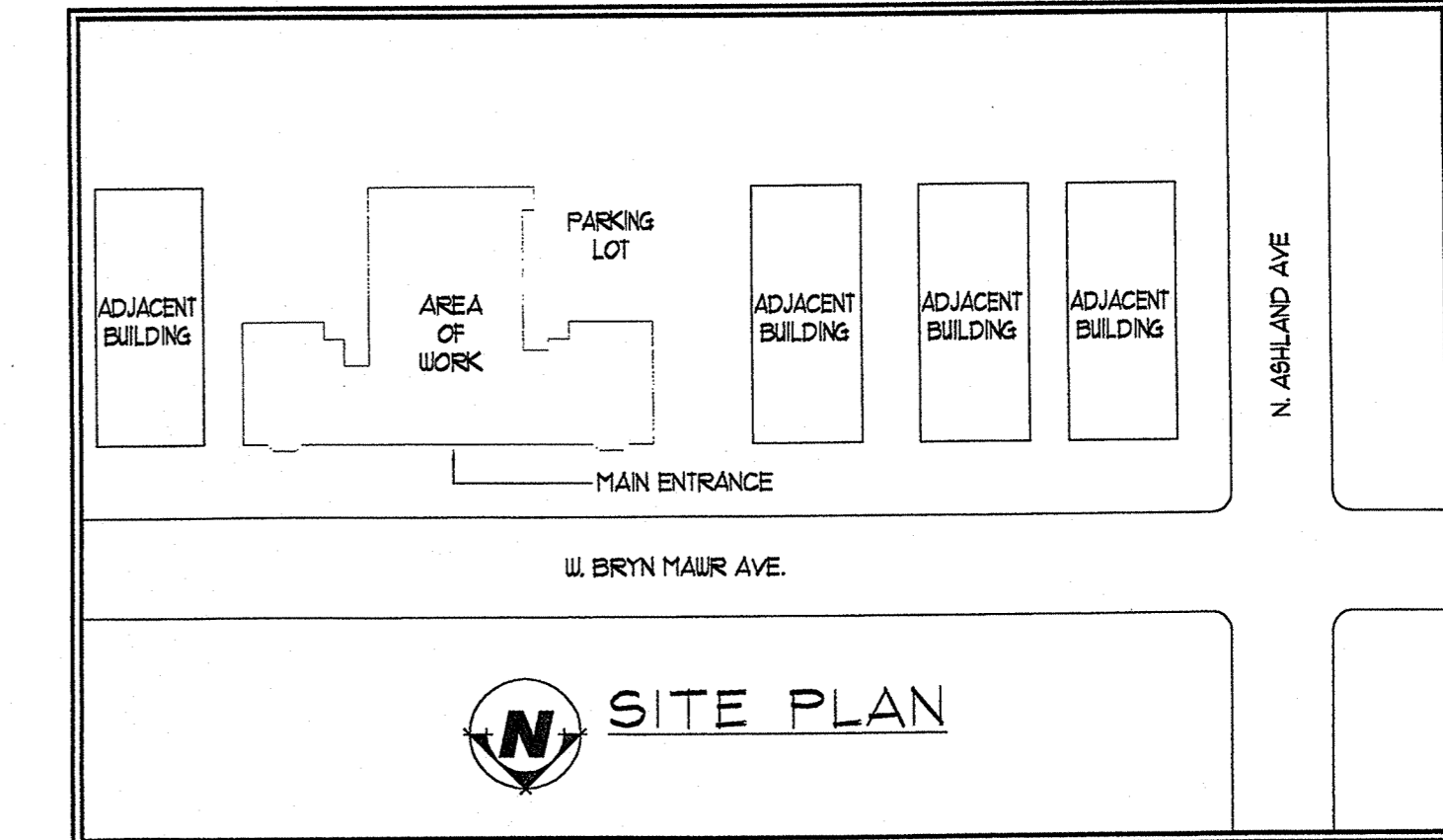
SCOPE OF WORK: DESIGN, INSTALL, AND TEST AN ADDRESSABLE NOTIFIER NF8-640 CLASS 1 FIRE ALARM SYSTEM PROTECTING A 3 STORY SCHOOL WITH AN ATTIC. WIRING STYLE USED IS N.F.P.A. 7.

IS	= 15 CANDELA RATING
IS/75	= 15/75 CANDELA RATING
50	= 50 CANDELA RATING
75	= 75 CANDELA RATING
10	= 10 CANDELA RATING
115	= 115 CANDELA RATING
177	= 177 CANDELA RATING
APF	= ABOVE FINISHED FLOOR
BN	= BEAM DETECTOR / RECEIVER
BT	= BEAM DETECTOR, TRANSMITTER
C	= CEILING MOUNT
E	= EXISTING TO REMAIN
I	= INITIATION
IDC	= INITIATING DEVICE CIRCUIT
M	= MINI (MONITOR MODULE)
NAC	= NOTIFICATION APPLIANCE CIRCUIT
P	= PHOTOELECTRIC
R	= EXISTING TO BE RELOCATED
SLC	= SIGNALING LINE CIRCUIT
T	= THERMAL
TP	= TRANSPARENT PROTECTED DEVICE
WP	= WEATHERPROOF
WG	= WIRE GUARD
X	= EXISTING TO BE REMOVED



2ND FLOOR
Scale: 1/8" = 1'-0"

- FIRE ALARM NOTES:**
- ALL BATTERIES TO BE DATED (WITH MARKER) FROM THE DATE OF SYSTEM COMPLETION.
 - FIRE ALARM CONTROL CIRCUIT (120VAC POWER) TO BE IDENTIFIED AT FIRE ALARM PANEL.
 - FIRE ALARM CONTROL CIRCUIT TO BE IDENTIFIED AT DISTRIBUTION PANEL WITH A RED CIRCUIT BREAKER. CIRCUIT BREAKER LOCKOUT TO BE PROVIDED ON BREAKER FOR FIRE ALARM PANEL.
 - AC CIRCUIT TO BE DEDICATED TO FIRE ALARM CONTROL PANEL.
 - NO ADDRESSABLE MODULES TO BE MOUNTED OVER 8'6" AFT.
 - NO REMOTE TEST SWITCHES TO BE MOUNTED OVER 12" AFT.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL WATERFLOW 4 TAMPER SWITCHES HAVE NORMALLY OPEN CONTACTS IN NON-ALARM STATE.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL CIRCUITS ARE FREE FROM BOTH GROUND & OPEN CONDITIONS.
 - ELECTRICAL CONTRACTOR SHALL NOT DEVIATE FROM DEVICE ADDRESSES AS LABELED ON DRAWINGS WITHOUT FIRST CONTACTING HIGH RISE SECURITY SYSTEMS.
 - ALL AUDIBLE DEVICES SHALL SOUND THE NON-TEMPORAL PATTERN.



SITE PLAN

LET.	DATE	DESCRIPTION
A	10/30/08	FOR APPROVAL

EQUIPMENT SUPPLIER

NOTIFIER

High Rise Security Systems Inc.

757 Burr Oak Drive, Westmont, IL 60090

Tel: (815) 262-0100 • Fax: (815) 262-5010

State of IL Fire Alarm License # 127-01272

INSTALLING CONTRACTOR

MAKS Electric

2708 W. Saragout
Chicago, IL 60625

Tel: 773-418-5536
Fax: 773-275-7058

CITY OF CHICAGO APPROVAL STAMP

PASSAGES CHARTER SCHOOL
1643 N. BRYN MAWR
CHICAGO, ILLINOIS

FIRE ALARM SYSTEM
2ND FLOOR
DEVICE LAYOUT

DRAWN BY:	SCALE:	APPROVED BY:
CSG	1/8" = 1'-0"	
DATE: 10/30/08	REVISION:	SHEET NUMBER:
68-49	A	3 OF 7

LET.	DATE	DESCRIPTION
A	10/30/08	FOR APPROVAL

FIRE ALARM ZONE LIST

ZONE #	FLOOR	LOCATION	DESCRIPTION	ADDRESS		ANNUNCIATION
				(E)	(D)	
Z1	GROUND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	7	10	GROUND FLOOR DETECTION
Z2	1ST FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	4	1	1ST FLOOR DETECTION
Z3	2ND FLOOR	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	3	3	2ND FLOOR DETECTION
Z4	ROOF/ATTIC	ENTIRE FLOOR	THIS ZONE IS MONITORING DETECTION	X	2	ROOF/ATTIC DETECTION
Z5	ROOF/ATTIC	EAST MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X	1	EAST MEZZANINE STORAGE HEAT DETECTOR
Z6	ROOF/ATTIC	WEST MEZZANINE	THIS ZONE IS MONITORING 1 HEAT DETECTOR	X	1	WEST MEZZANINE STORAGE HEAT DETECTOR

CURRENT CALCULATIONS FOR APS-6R #1

CIRCUIT NUMBER	LOCATION	V _{RCD} 480V	V _{RCD} 208V	V _{RCD} 120V	AV _{RCD} 270V	AV _{RCD} 120V	TOTAL DEVICES PER CIRCUIT	TOTAL APPS PER CIRCUIT	
V1	GROUND FLOOR	3	4	0	6	2	18	1,400	
V2	1ST FLOOR	2	5	0	5	0	15	1,275	
V3	2ND FLOOR	2	5	0	5	1	15	1,485	
V4	2ND FLOOR	0	0	0	0	2	2	0,352	
SUPPLIED APPS:		USED APPS:		REPAIRING APPS:					
6		4,886		1,504					

FIRE ALARM WIRE SCHEDULE (IN CONDUIT)

Designation Letter	AWG	Number of Conductors	TYPE	Shielded/Unshielded	Use Description	Belden Part #
A	16	2	FPLR	Unshielded	Addressable Signaling Line Circuit (SLC)	8220UL 1749
C	14	2	FPLR	Unshielded	Notification Appliance Circuit (NAC)	8220UL 2194
F	14	2	FPLR	Unshielded	Non-Resettable 24VDC Power	8220UL 2193
G	14	2	FPLR	Unshielded	Conventional Initiating Device Circuits (IDC)	8220UL 2198
H	14	2	FPLR	Unshielded	Translucent Fire Alarm Connections	8220UL 2194
N	16	2	FPLR	Shielded	EIA-485, Data	8220PL 1789

#1 Is The Responsibility Of The Electrical Contractor To Use The Correct Wire Type Regardless Of What Is Listed In The Wire Schedule. If Wire Is Run In A Plenum, Then Plenum Rated Cable (FPLP) Shall Be Used. If Wire Is Run In A Risers, Then Riser Rated Cable (FPLR) Shall Be Used, Etc.

#2 Is The Responsibility Of The Electrical Contractor To Verify All Wire Types With The Authority Having Jurisdiction To Ensure All Wire Or Cable Being Used Is Acceptable.

All Conduit And Stubs Are 3/4" Unless Noted.

FIRE ALARM DEVICE LEGEND

SYM	DESCRIPTION	PART #
(E)	FIRE ALARM CONTROL PANEL	NF9-646
(D)	FIRE ALARM ANNUNCIATOR	ML8
(A)	HEAT DETECTOR 58° RATE OF RISE	F8T-659R
(I)	MANUAL PULL STATION	EN8-178R
(P)	ISOLATOR MODULE	IS8-1X
(S)	SPHONE	SR
(T)	KEYPAD/TROUBLE	TR2
(C)	CITY TROUBLE BELL CONTROLLER	CITY
(R)	FIRE TROUBLE BELL CONTROLLER	FIRE
(N)	CITY TIE	NY4-13
(S)	SYSTEM RIBBON CITY OF CHICAGO CONTROLLER	CC8 (U)
(R)	END-OF-LINE RESISTOR	VAR85
(J)	JUNCTION BOX	BY OTHERS

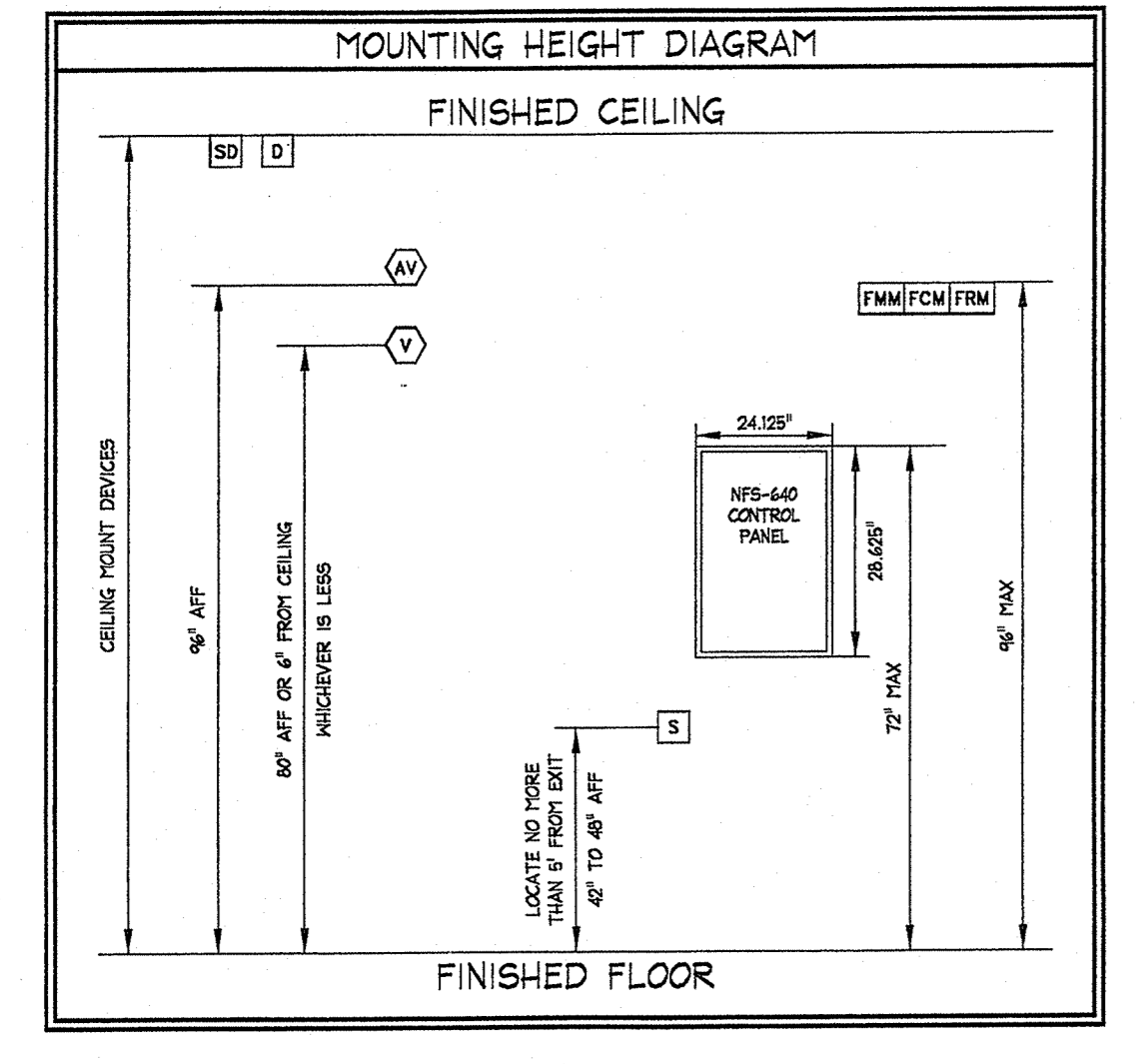
EQUIPMENT SUPPLIER

NOTIFIER
by tyco fire

High Rise Security Systems, LLC
Department of Engineering Fire Alarm Systems Sales & Service
7821 West Oak Drive, Westmont, IL 60259
Tel: 708-352-0100 Fax: 708-352-4610
State of IL Fire Alarm License # 027-001272

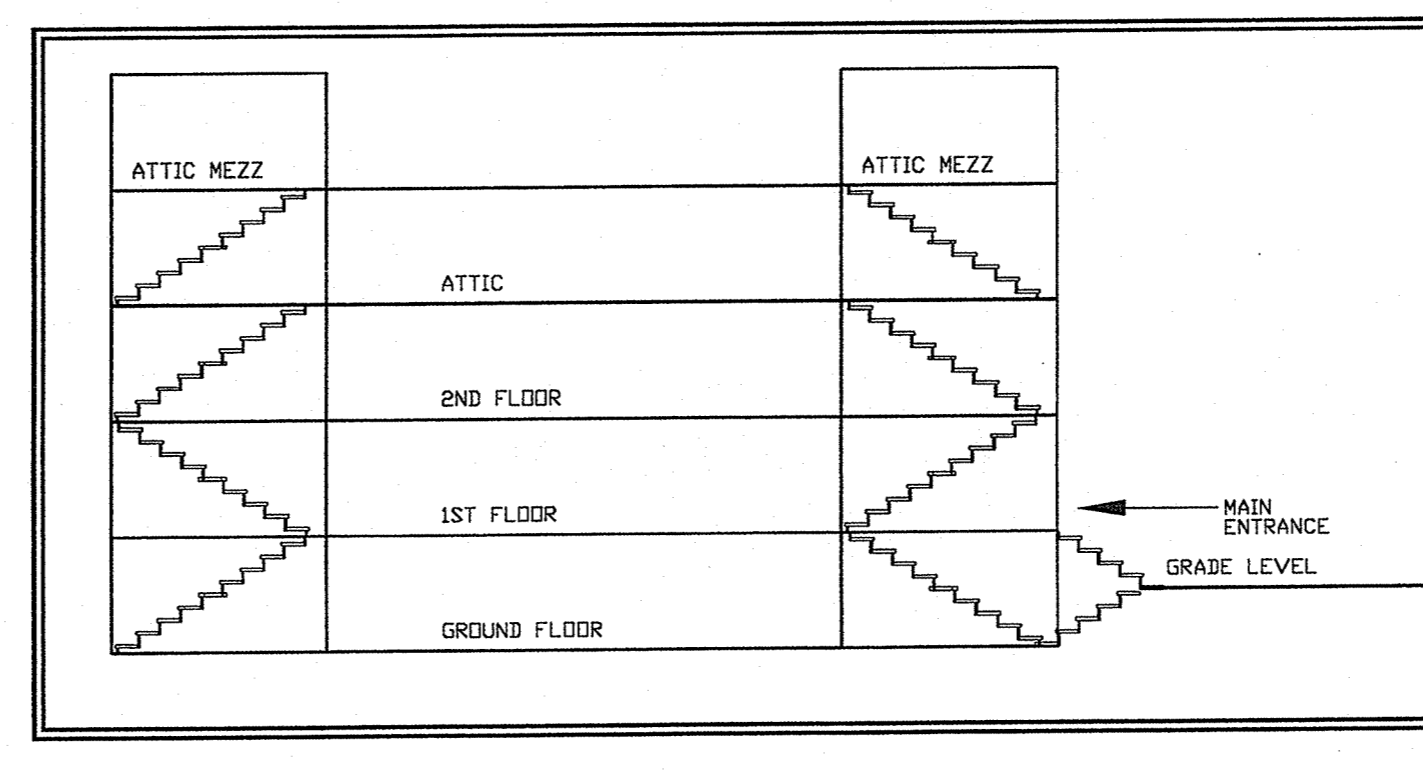
INSTALLING CONTRACTOR

MAKS Electric
2708 W. Sarraught
Chicago, IL 60625
Tel: 773-418-5536
Fax: 773-275-7058



VOLTAGE DROP DATA FOR APS-6R #1

CIRCUIT NUMBER	CIRCUIT LOCATION	WIRE GAUGE	CIRCUIT LENGTH	VOLTAGE AT LAST DEVICE	TOTAL VOLTAGE DROP	VOLTAGE DROP %
V1	GROUND FLOOR	#14	654'	17.67 VDC	2.73 VDC	13.40%
V2	1ST FLOOR	#14	670'	17.79 VDC	2.61 VDC	12.78%
V3	2ND FLOOR	#14	679'	17.20 VDC	3.20 VDC	15.48%
V4	ATTIC	#14	187'	20.09 VDC	0.32 VDC	1.57%

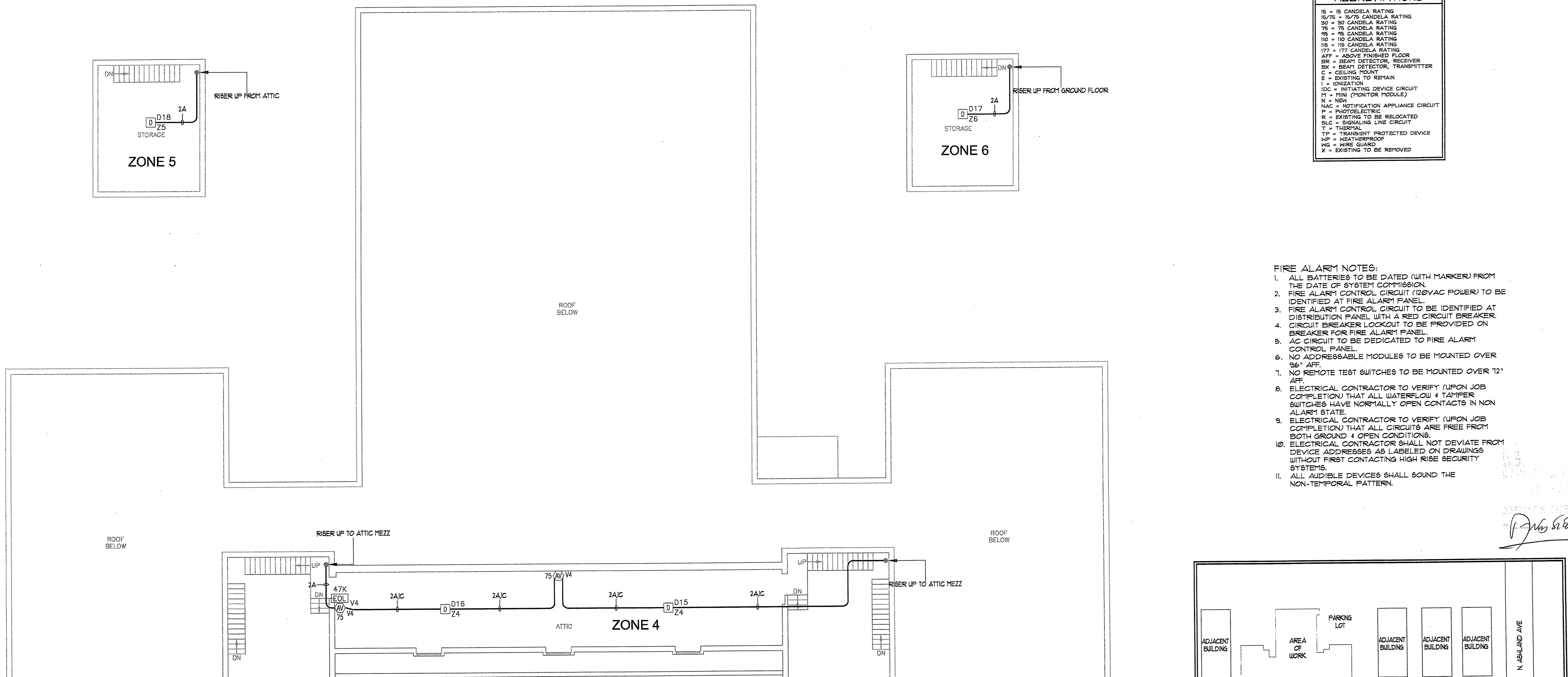


SCOPE OF WORK

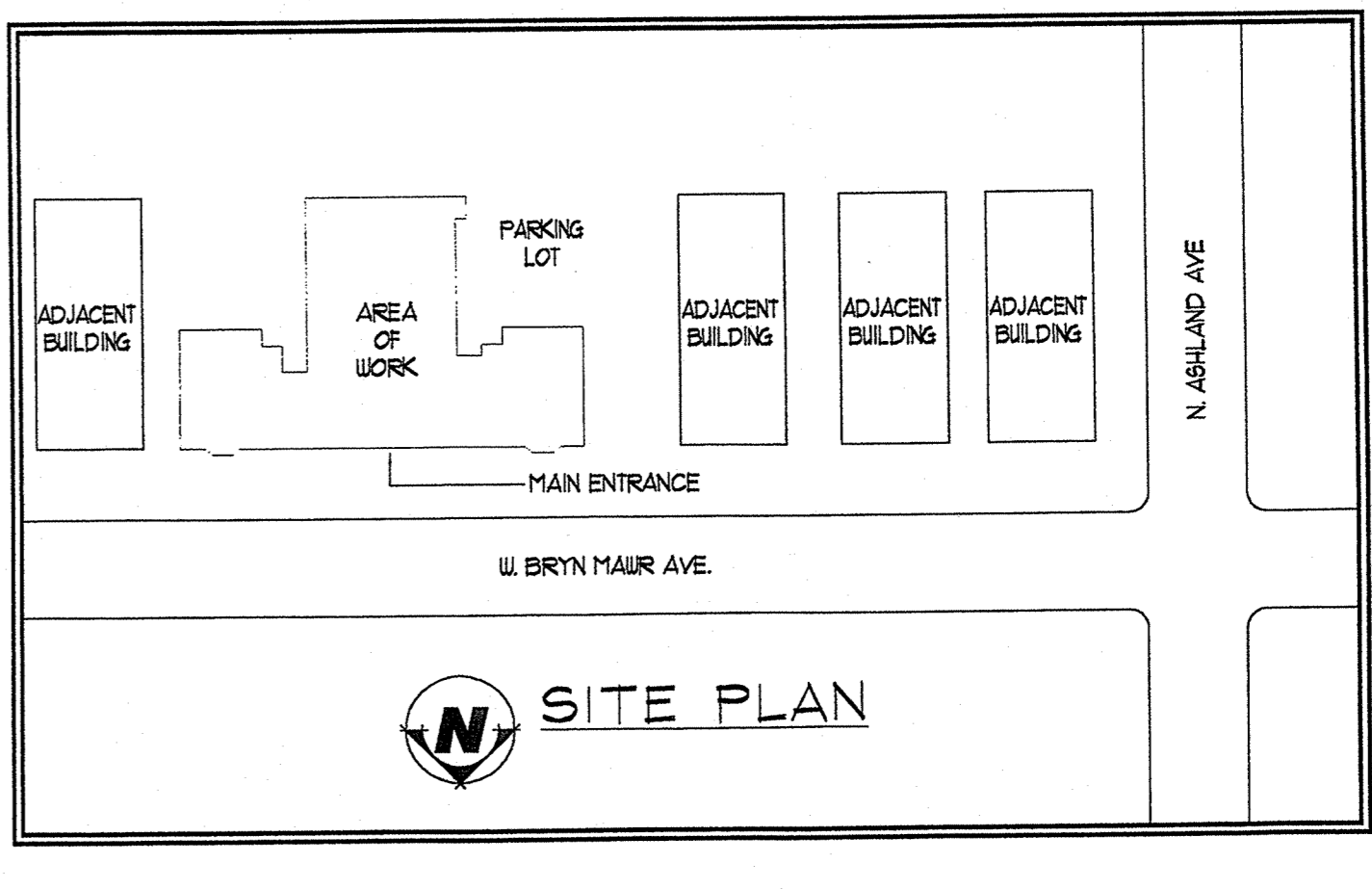
OCCUPANCY TYPE: CLASS C3, TYPE B3 - ELEMENTARY SCHOOL, PER SEC. 9-16-100
CONSTRUCTION TYPE: TYPE I-B
RISER/SUBRISER: NONE
SCOPE OF WORK: DESIGN, INSTALL AND TEST AN ADDRESSABLE NOTIFIER NF9-646 CLASS I FIRE ALARM SYSTEM PROTECTING A 3 STORY SCHOOL WITH AN ATTIC. WIRING STYLE USED IS N.F.P.A. 7

ABBREVIATIONS

B = 8 CANDELA RATING
B5/75 = 15/75 CANDELA RATING
B100 = 100 CANDELA RATING
B150 = 150 CANDELA RATING
B200 = 200 CANDELA RATING
B250 = 250 CANDELA RATING
B300 = 300 CANDELA RATING
B350 = 350 CANDELA RATING
B400 = 400 CANDELA RATING
B450 = 450 CANDELA RATING
B500 = 500 CANDELA RATING
B550 = 550 CANDELA RATING
B600 = 600 CANDELA RATING
B650 = 650 CANDELA RATING
B700 = 700 CANDELA RATING
B750 = 750 CANDELA RATING
B800 = 800 CANDELA RATING
B850 = 850 CANDELA RATING
B900 = 900 CANDELA RATING
B950 = 950 CANDELA RATING
B1000 = 1000 CANDELA RATING
APF = ABOVE FINISHED FLOOR
BR = BEAM DETECTOR, RECEIVER
TR = TRANSMITTER, TRANSDUCTOR
C = CEILING POINT
E = EXISTING TO REMAIN
I = IONIZATION
IDC = INITIATING DEVICE CIRCUIT
M = MINI (MONITOR MODULE)
N = NICKEL
NAC = NOTIFICATION APPLIANCE CIRCUIT
P = PHOTOELECTRIC
R = EXISTING TO BE RELOCATED
SLC = SIGNALING LINE CIRCUIT
T = THERMAL
TP = TRANSPARENT PROTECTED DEVICE
WP = WEATHERPROOF
WG = WIRE GUARD
X = EXISTING TO BE REMOVED



- ### FIRE ALARM NOTES:
- ALL BATTERIES TO BE DATED (WITH MARKER) FROM THE DATE OF SYSTEM COMMISSION.
 - FIRE ALARM CONTROL CIRCUIT (28VAC POWER) TO BE IDENTIFIED AT FIRE ALARM PANEL.
 - FIRE ALARM CONTROL CIRCUIT TO BE IDENTIFIED AT DISTRIBUTION PANEL WITH A RED CIRCUIT BREAKER.
 - CIRCUIT BREAKER LOCKOUT TO BE PROVIDED ON BREAKERS FOR FIRE ALARM PANEL.
 - AC CIRCUIT TO BE DEDICATED TO FIRE ALARM CONTROL PANEL.
 - NO ADDRESSABLE MODULES TO BE MOUNTED OVER S&P APP.
 - NO REMOTE TEST SWITCHES TO BE MOUNTED OVER 12" APP.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL WATERFLOW & TAMPER SWITCHES HAVE NORMALLY OPEN CONTACTS IN NON ALARM STATE.
 - ELECTRICAL CONTRACTOR TO VERIFY (UPON JOB COMPLETION) THAT ALL CIRCUITS ARE FREE FROM BOTH GROUND & OPEN CONDITIONS.
 - ELECTRICAL CONTRACTOR SHALL NOT DEVIATE FROM DEVICE ADDRESSES AS LABELED ON DRAWINGS WITHOUT FIRST CONTACTING HIGH RISE SECURITY SYSTEMS.
 - ALL AUDIBLE DEVICES SHALL SOUND THE NON-TEMPORAL PATTERN.



ATTIC/ROOF
Scale: 1/8" = 1'-0"

CITY OF CHICAGO APPROVAL STAMP

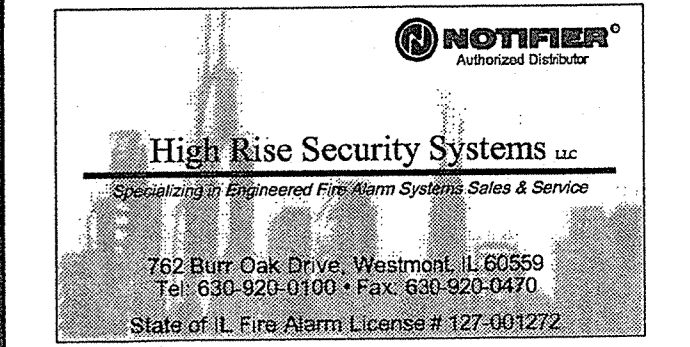
PASSAGES CHARTER SCHOOL
1643 W. BRYN MAWR
CHICAGO, ILLINOIS

FIRE ALARM SYSTEM
ATTIC/ROOF
DEVICE LAYOUT

DRAWN BY: CSG	SCALE: 1/8" = 1'-0"	APPROVED BY:
DATE: 10/30/08		
JOB NUMBER: 68-49	REVISION: A	SHEET NUMBER: 4 OF 7

REV.	DATE	DESCRIPTION
A	10/30/08	FOR APPROVAL

EQUIPMENT SUPPLIER



INSTALLING CONTRACTOR

MAKS Electric
2708 W. Saragut
Chicago, IL 60625
Tel: 773-418-5536
Fax: 773-275-7058

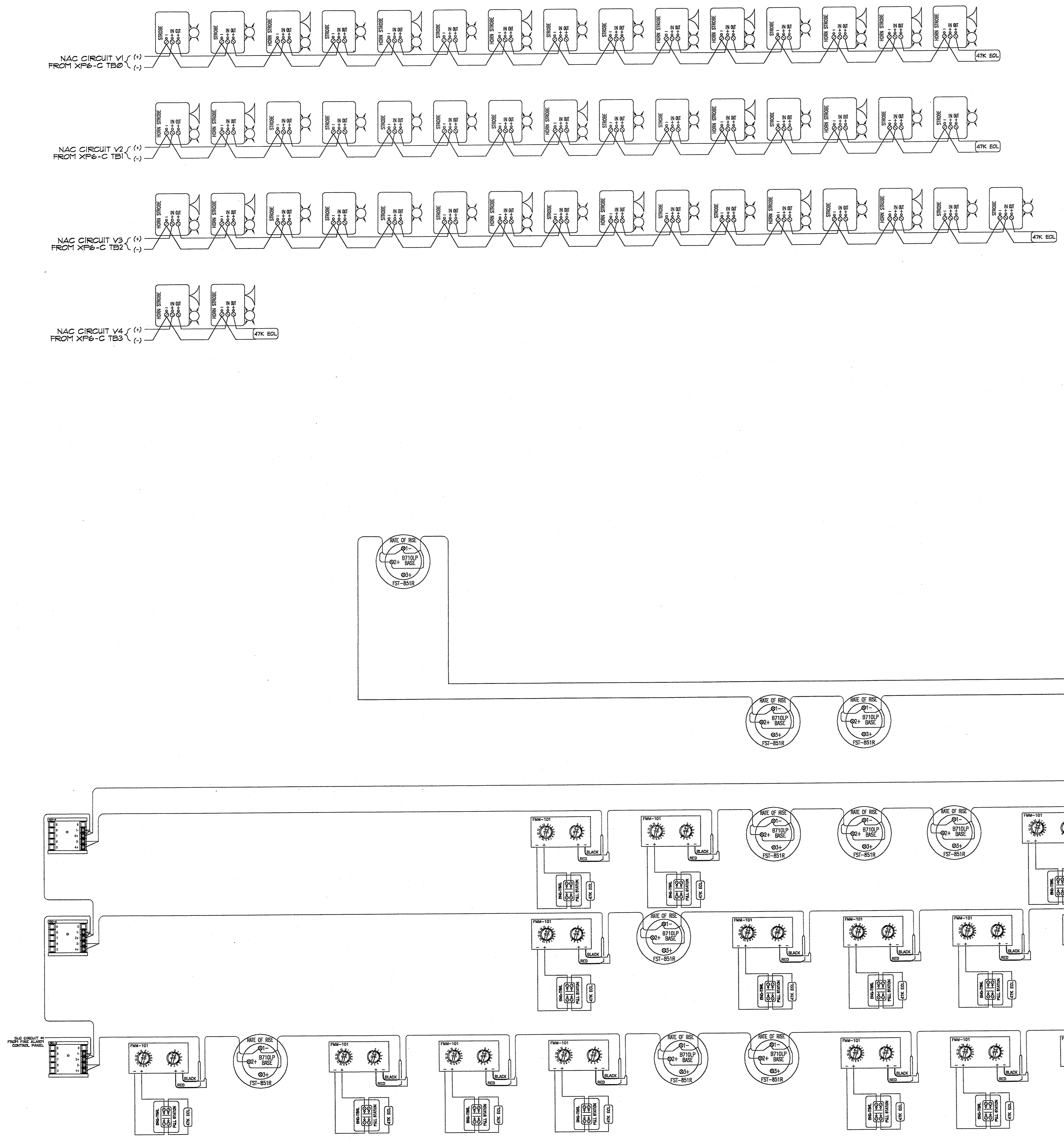
CITY OF CHICAGO
APPROVAL STAMP

PASSAGES CHARTER SCHOOL
1643 W. BRYN MAWR
CHICAGO, ILLINOIS

FIRE ALARM SYSTEM
POINT TO POINT
WIRING DIAGRAM

DRAWN BY: CSG	SCALE: NONE	APPROVED BY:
DATE: 10/30/08	REVISION: A	SHEET NUMBER: 5 OF 7

RECEIVED
OCT 31 2008
BUREAU OF FIRE PREVENTION
[Signature]



LET.	DATE	DESCRIPTION
A	10/30/08	FOR APPROVAL

EQUIPMENT SUPPLIER

NOTIFIER

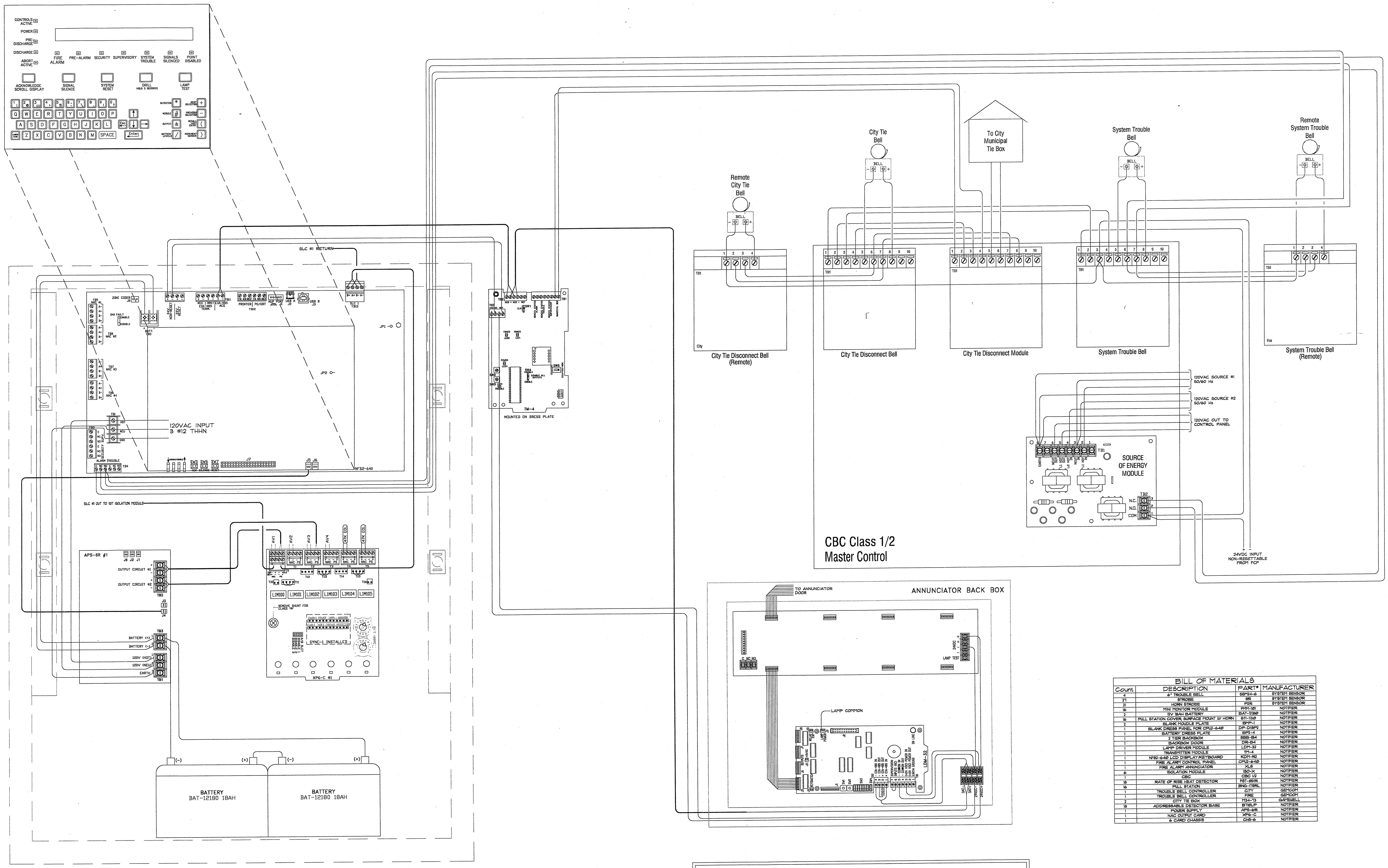
High Rise Security Systems, Inc.
 762 Burr Oak Drive, Westmont, IL 60099
 Tel: 708-522-0100 Fax: 708-522-0400
 State of IL Fire Alarm License # 127-001272

INSTALLING CONTRACTOR

MAKS Electric

2708 W. Sarragut
 Chicago, IL 60625
 Tel: 773-418-5536
 Fax: 773-275-7058

CITY OF CHICAGO APPROVAL STAMP



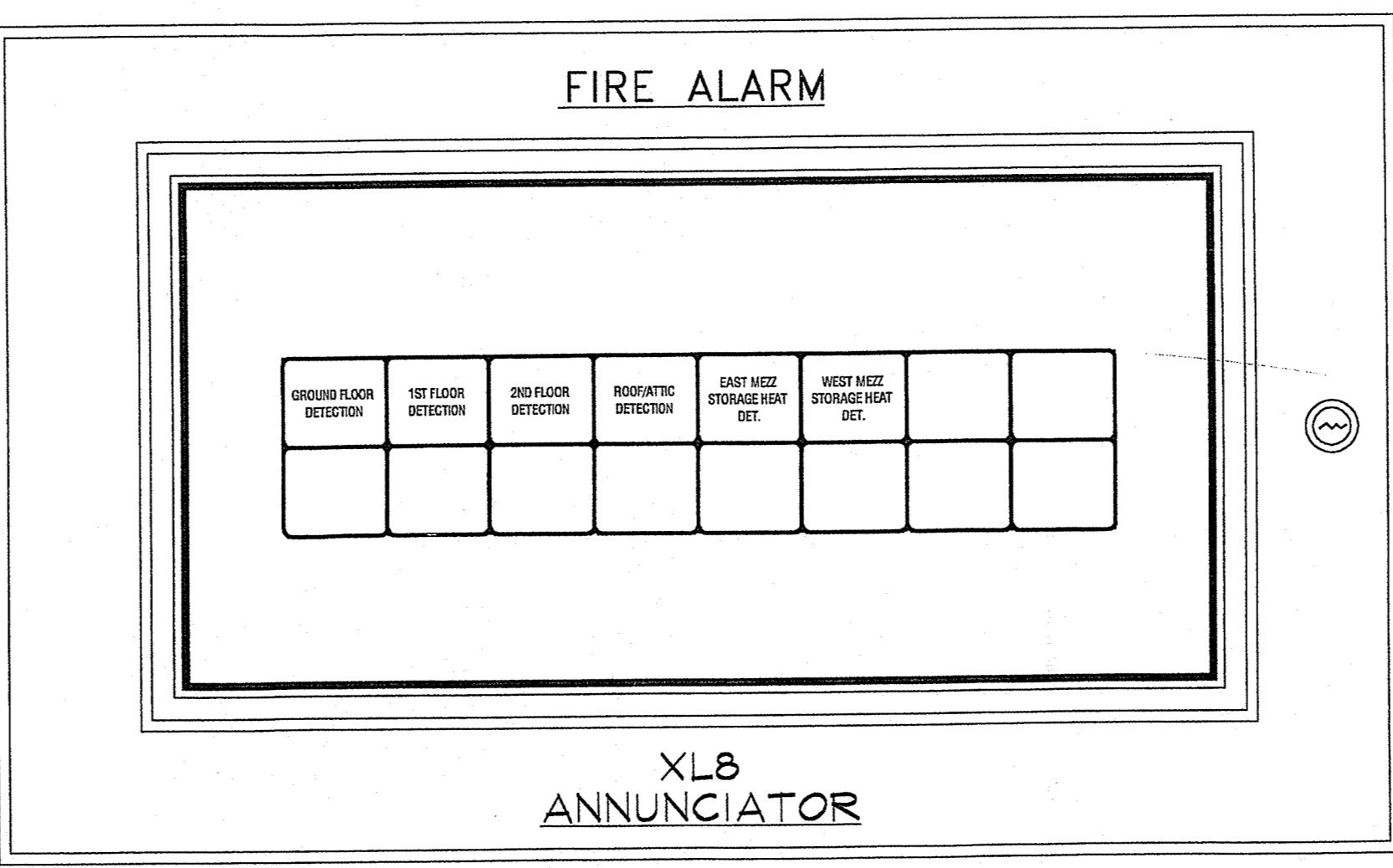
CBC Class 1/2 Master Control

BILL OF MATERIALS

Count	DESCRIPTION	PART#	MANUFACTURER
4	4" TROUBLE BELL	88P24-6	NOTIFIER
21	BUSBAR	BR	NOTIFIER
2	12V BATTERY	12V-18	NOTIFIER
16	MINI MONITOR MODULE	10P-100	NOTIFIER
2	24V BATTERY	24V-18P	NOTIFIER
16	PULL STATION COVER (UNIQUE POINT BY HOUR)	81-18P	NOTIFIER
2	BLANK TROUBLE PLATE	88P1	NOTIFIER
1	BLANK COVER PANEL FOR CPU-64B	88P-4	NOTIFIER
1	2 TIER BACKBOX	88B-84	NOTIFIER
1	BACKBOX DOOR	DR-84	NOTIFIER
1	LAMP DRIVER MODULE	LD-32	NOTIFIER
1	TRANSMITTER MODULE	TR-4	NOTIFIER
1	180-64B LED DISPLAY/KEYBOARD	88P-64B	NOTIFIER
1	FIRE ALARM CONTROL PANEL	CPU-64B	NOTIFIER
1	FIRE ALARM ANNUNCIATOR	CA-12	NOTIFIER
6	ISOLATION MODULE	IS-32	NOTIFIER
1	CBC	CBC-12	NOTIFIER
18	RATE OF RISE HEAT DETECTOR	RRT-80K	NOTIFIER
16	PULL STATION	88P-18P	NOTIFIER
1	TROUBLE BELL CONTROLLER	CIT	NOTIFIER
1	TROUBLE BELL CONTROLLER	FIRE	NOTIFIER
2	CITY TIE BOX	FTM-73	NOTIFIER
1	ADDRESSABLE DETECTOR BASE	88P-18P	NOTIFIER
1	POWER SUPPLY	PS-64K	NOTIFIER
1	NAC OUTPUT CARD	88P-C	NOTIFIER
1	6 CARD CHASSIS	CH-6	NOTIFIER

NFS2-640 BATTERY CALCULATION

SECONDARY STANDBY LOAD	REQUIRED STANDBY TIME	
0.441	24 HOURS	10.59
5.264	5 (5 MINUTES)	0.44
SUBTOTAL AMP HOURS (ADD)		13.24
DERATING (MULTIPLY)		12
AMP HOURS REQUIRED		13.24
AMP HOURS SUPPLIED		18



PASSAGES CHARTER SCHOOL
 1643 W. BRYN MAWR
 CHICAGO, ILLINOIS

FIRE ALARM SYSTEM
 NFS-640
 WIRING DIAGRAM

DRAWN BY: CSG SCALE: APPROVED BY:

DATE: 10/30/08 NONE

JOB NUMBER: REVISION: SHEET NUMBER

68-49 A 6 OF 7

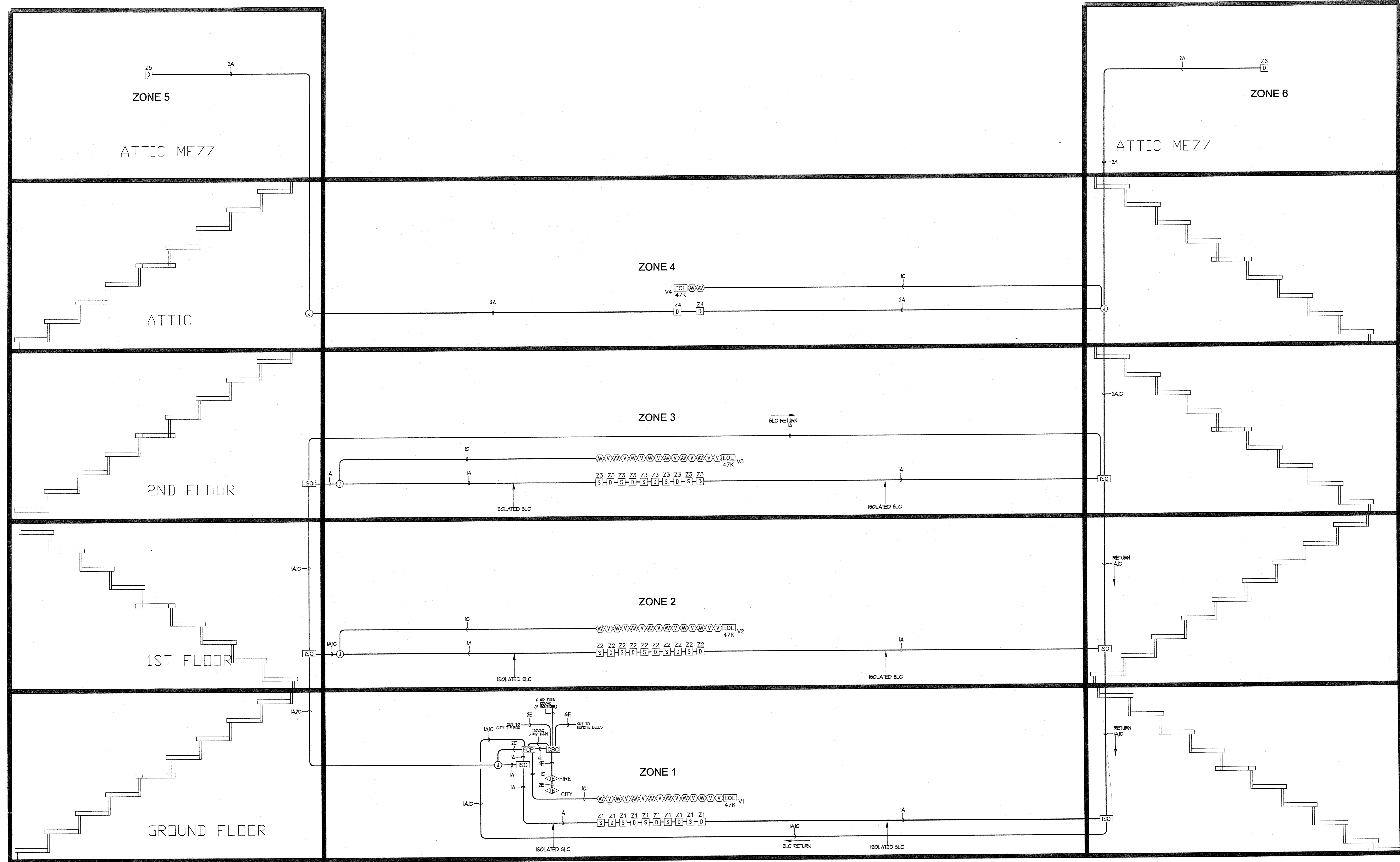
LET.	DATE	DESCRIPTION
A	10/30/08	FOR APPROVAL
		10/1/10
		10/1/12

EQUIPMENT SUPPLIER

NOTIFIER
 High Rise Security Systems, Inc.
 Division of Engineered Systems, Design & Service
 767 Burr Oak Drive, Westmont, IL 60559
 Tel: 630-922-0100 Fax: 630-922-0410
 State of IL Fire Alarm License # 127-001272

INSTALLING CONTRACTOR

MAKS Electric
 2708 W. Sarragut
 Chicago, IL 60625
 Tel: 773-418-5536
 Fax: 773-275-7058



CITY OF CHICAGO
 APPROVAL STAMP

PASSAGES CHARTER SCHOOL
 1643 W. BRYN MAWR
 CHICAGO, ILLINOIS

FIRE ALARM SYSTEM
 RISER
 WIRING DIAGRAM

[Handwritten Signature]

DRAWN BY: CSG	SCALE: NONE	APPROVED BY:
DATE: 10/30/08		
JOB NUMBER: 66-4A	REVISION: A	SHEET NUMBER: 7 OF 7