

TEC Services Consulting, Inc. 1620 Pebblewood Lane, Suite 270 Naperville, Illinois 60563 (630) 305-7486 Office (630) 305-7481 Fax

April 2, 2015

Ms. Renita White UCAN 3737 N. Mozart Street Chicago, IL 60618

Ms. White,

Please accept this letter of support from TEC Services Consulting, Inc. for your organization's response to the Chicago Public School's Education Options RFP. For almost 20 years, TEC Services has partnered with the education system to deliver innovative programs that assist students and families with successfully gaining the education and career readiness skills need to become self-sufficient. We believe that UCAN's response to the CPS RFP is also an innovative approach to meeting the needs of students and the community and we are happy to partner with UCAN.

Attached to this letter is our vision of the IT career pathway program and how the proposed school environment can develop over the timeline of the RFP. We believe that this vision can provide all students with skills and experience that will be useful in any career pathway or post-secondary education. For those that choose a focus on the Information Technology industry, the vision will provide students with a strong foundation to enter employment and/or post-secondary education upon completion of the program of study.

We look forward to the opportunity to partner with UCAN and to the selection of UCAN's proposal by CPS. If there are any questions, please contact me by phone at (630)306-7486 or by email at gsutton@tecsinc.com.

Best regards,

Greg Sutton

Director, Education and Workforce Programs

UCAN TECH Graduation Requirements

Graduation Requirements

UCAN Tech requires that students receive 24 credits to graduate. Students must earn 12 Core credits and a total of 12 Pathway credits.

| <u>ENGLISH</u> | | Credits |
|----------------------|---------------------------|---------|
| Survey of Literature | | 1.0 |
| American Literature | | 1.0 |
| British Literature | | 1.0 |
| World Literature | | 1.0 |
| <u>Mathematics</u> | | |
| Algebra | | 1.0 |
| Geometry | | 1.0 |
| Adv. Algebra Trig. | | 1.0 |
| <u>Science</u> | | |
| Earth Space Science | | 1.0 |
| Life Science/Biology | | 1.0 |
| Physical Science | | 1.0 |
| Social Science | | |
| World Studies | | 1.0 |
| U.S. History | | 1.0 |
| | Core Credit Total: | 12.0 |

Promotion Overview

Freshman 0.0 - 5.5 credits
Sophmore 6.0-11.5 credits
Junior 12.0 -17.5 credits
Senior 18.0 - 24.0 credits

| Pathway and Industry Certifications | Courses |
|--|---|
| Pathway I: Basic Computer Info Tech | |
| Certification(s): MOS, MDL | General Business Skills General Computer Application Competency Skills Project Work 1 Credit Total: 3.0 |
| Pathway II: Computer Support Certifications: MOS, MDL, A+ | Courses |
| Section 1 | General Business Skills General Computer Application Competency Skills Computer Hardware Project Management Project Work 1 |
| Section 2 | Intermediate Business Skills Intermediate Computer Application Competency Skills Computer Operating System General Network Concepts Troubleshooting and Repair Project Work 2 Credit Total: 6.0 |

| Pathway and Industry Certifications | Courses | |
|---|---|--|
| Pathway III: Computer Support Plus | Courses | |
| Certifications: MOS, MDL, A+, Network+, MTA | | |
| | General Business Skills | |
| | General Computer Application Competency Skills | |
| Section 1 | Computer Hardware | |
| | Project Management | |
| | Project Work 1 | |
| | Intermediate Business Skills | |
| | Intermediate Computer Application | |
| | Competency Skills | |
| Section 2 | Computer Operating System | |
| Section 2 | General Network Concepts | |
| | Troubleshooting and Repair | |
| | Project Work 3 | |
| | Advanced Business Skills | |
| Section 3 | Advanced Computer Application | |
| | Competency Skills | |
| | Intermediate Network Concepts | |
| | Project Work 4 | |
| | Credit Total: 9.0 | |

| Pathway and Industry Certifications | Courses |
|--|---|
| Pathway IV: Network Support Certifications: MOS, MDL, A+, Network+, Project+, MTA, MCSA | Courses |
| Section 1 | General Business Skills General Computer Application Competency Skills Computer Hardware Project Management Project Work |
| Section 2 | Intermediate Business Skills Intermediate Computer Application Competency Skills Computer Operating System General Network Concepts Troubleshooting and Repair Project Work |
| Section 3 | Advanced Business Skills Advanced Computer Application Competency Skills Intermediate Network Concepts Project Work |
| Section 4 | Advanced Network Concepts Project Work Credit Total: 12.0 |

| Pathway and Industry Certifications | Courses |
|---|---|
| Pathway V: Network Design and Support | a a |
| Certifications: MOS, MDL, A+, Network+, CCENT | Courses |
| | General Business Skills |
| | General Computer Application Competency Skills |
| Section 1 | Computer Hardware |
| | Project Management |
| | Project Work |
| | Intermediate Business Skills |
| | Intermediate Computer Application |
| | Competency Skills |
| Section 2 | Computer Operating System |
| | General Network Concepts |
| | Troubleshooting and Repair |
| | Project Work |
| | Advanced Business Skills |
| Section 3 | Advanced Computer Application |
| | Competency Skills |
| | Intermediate Network Concepts |
| | Project Work |
| | Credit Total: 12.0 |

| Pathway and Industry Certifications | Courses |
|---|---|
| Pathway VI: Network Design and Support Certifications: MOS, MDL, A+, Network+, Project+, | Courses |
| CCENT, CCT, Security+ | |
| | General Business Skills |
| | General Computer Application Competency Skills |
| Section 1 | Computer Hardware |
| | Project Management |
| | Project Work 1 |
| | Intermediate Business Skills |
| | Intermediate Computer Application |
| | Competency Skills |
| Section 2 | Computer Operating System |
| | General Network Concepts |
| | Troubleshooting and Repair |
| | Project Work 2 |
| | Advanced Business Skills |
| | Advanced Computer Application |
| Section 3 | Competency Skills |
| | Intermediate Network Concepts |
| | Project Work 3 |
| | Advanced Enterprise Network Concepts |
| | Network Security Concepts |
| Section 4 | Project Work 4 |
| | Credit Total: 12.0 |

| Pathway and Industry Certifications | Courses |
|--|---|
| Pathway VII: Application Development Certifications: MOS, MDL, MCP | Courses |
| Section 1 | General Business Skills |
| | General Computer Application Competency Skills |
| | General Web Application Tools |
| | Project Work 1 |
| Section 2 | Intermediate Business Skills |
| | Intermediate Computer Application Competency Skills |
| | e-Commerce Marketing Strategies |
| | Project Work 2 |
| | Credit Total: 6.0 |

| Pathway VIII: Web Application Developer | Courses | |
|---|---|--|
| Certifications: MOS, MDL, MCP, CompTIA Mobility | | |
| | General Business Skills | |
| Section 1 | General Computer Application Competency Skills | |
| Section 1 | General Web Application Tools | |
| | Project Work 1 | |
| | Intermediate Business Skills | |
| | Intermediate Computer Application | |
| Section 2 | Competency Skills | |
| | e-Commerce Application Design | |
| | Project Work 2 | |
| | Advanced Business Skills | |
| | General Database Concepts | |
| Section 3 | Intermediate Web Application Design | |
| Section 5 | Project Work 3 | |
| | Credit Total:12.0 | |

| Pathway and Industry Certifications | Courses | |
|---|---|--|
| Pathway IX: Enterprise Web Application Developer | a | |
| Certifications: MOS, MDL, MCP, CompTIA Mobility, MCSA, CompTIA Project+ | Courses | |
| | General Business Skills | |
| Section 1 | General Computer Application Competency Skills | |
| Section 1 | General Web Application Tools | |
| | Project Work 1 | |
| | Intermediate Business Skills | |
| Section 2 | Intermediate Computer Application Competency Skills | |
| Section 2 | e-Commerce Application Design | |
| | Project Work 2 | |
| | Advanced Business Skills | |
| | General Database Concepts | |
| Section 3 | Intermediate Web Application Design | |
| | Project Work 3 | |
| | Intermediate Database Concepts | |
| | Advanced Web Application Design | |
| Section 4 | Project Work 4 | |
| | Credit Total: 12.0 | |

Zachary W. Schrantz

1745 N. Nordica Ave. Chicago, IL 60707

Education: May 1995 University of Illinois at Chicago Chicago, IL

Masters in Social Work

May 1989 University of Notre Dame Notre Dame, IN

Bachelor of Arts in Economics and Computer Applications

Professional experience:

1990 - Present UCAN (Uhlich Children's Advantage Network) Chicago, IL

President/Chief Operating Officer

2011-present

- Consolidated all internal operating responsibilities with the oversight of human resources, risk management, quality improvement, and information technology
- Led effort to establish clear outcome dashboards for all agency programs
- Contributed to the vision and development of the CITY project, a major new initiative for UCAN's facilities and violence prevention/youth engagement services

Executive Vice President/Chief Operating Officer

2005-2010

- Manages over 500 employees and \$35 million in program services, including educational, child welfare, housing support and workforce development, and prevention programming.
- Initiated and implements agency-wide "Network Advantage" effort to facilitate communication and coordination across agency departments for the benefit of both clients and staff.
- Initiated and implements agency-wide diversity and inclusion efforts to improve the support and inclusion of all agency clients and staff.
- Facilitated the integration of programs and operations during the agency's 2004 merger with Family Care of Illinois.
- Developed new programs and negotiated contracts with primary funding sources: the Illinois Department of Children and Family Services (IDCFS), the Chicago Public Schools, and Chicago Housing Authority.
- Coordinated with Development Department to better connect program needs with agency fundraising efforts (including federal, state, local, and foundation grants).

Executive Vice President/Chief Financial Officer

1999-2004

- Oversaw the creation, development, and implementation of the largest child welfare managed care contract in Illinois: the \$8 million Teen Parenting Service Network.
- Continued responsibility for departments of Finance, MIS, *Child and Family ProFile*, Quality Assurance and Program Evaluation, and Facilities.
- Continued agency fiscal and operational growth to a \$27 million budget.
- Developed real estate acquisition and tax-exempt bond financing strategies to lower operating costs and increase agency equity and net assets.
- Managed agency's strategic planning process and reporting.

Vice President of Finance and Operations

1993-1999

- Responsibility for Departments of Finance, Human Resources, MIS, Child and Family ProFile, Quality Assurance and Program Evaluation, and Facilities.
- Member of executive management team responsible for agency policies, planning and direction.
- Oversaw agency fiscal and operational growth from a \$4 million budget and 1

Zachary W. Schrantz Resume

location to a \$19 million budget and 6 locations.

 Designed and developed Child and Family ProFile, a client information software system (used for client tracking, program evaluation, and fiscal management) implemented in over 30 Illinois child welfare agencies.

• Directed the development of program evaluation and quality assurance systems, including the publication of Uhlich's *Program Services Year in Review*.

Controller 1991-1993

- Established sound financial accounting and reporting systems for the agency.
- Initiated development of client information and accounting MIS for the agency.

Caseworker, Relative Foster Care

1990-1991

- Managed caseload of 20 abused and neglected children living with relative foster parents in the Chicagoland area.
- Coordinated services and planning with families, IDCFS, the juvenile court system, schools, service providers, and more.

1989-1990

Eden Youth Center

Hayward, CA

Program Manager/Service Intern

1989-1990

- Full-time service volunteer for multi-service youth center.
- Organized and managed tutoring program for over 50 children needing individual educational assistance.
- Recruited, matched, and coordinated over 40 community volunteers.
- Created BMX bicycle recreation program for neighborhood youth.
- Assisted in Eden Youth Center Childcare and Preschool.

Professional memberships:

Fellow, Leadership Greater Chicago.

Member, IL CWAC Steering Committee.

Chairman, IL CWAC SACWIS Private Agency Advisory Committee. Former Member, IL CWAC Finance and Administration Subcommittee.

Diaconal Minister, United Church of Christ Council on Health and Human Service

Ministries

Member, IL Spending Reform Team

Community activities:

Foster Parent, Hephzibah Children's Association, 2010-present

Coach, Oak Park AYSO Soccer and River Forest Youth Basketball 2008-present.

Volunteer, Exodus World Services refugee assistance, 2004-2009.

School Board Member, St. Giles School, 2002-2005.

Finance Committee Member, Amate House, 2002-2006.

House Captain, Rebuilding Together (formerly Christmas in April) * Metro Chicago,

1991-present.

Board Member, Christmas in April * Metro Chicago, 1992-1997. Full-time Service Volunteer, Holy Cross Associates, 1989-1990.

LAURA ANGELUCCI, LCSW

6465 North Newland Avenue Chicago, IL 60631 HM: (773) 763-4001 WK: (773) 290-5897

Education & Credentials

- Licensed Clinical Social Worker, 1995 Present
- University of Illinois Chicago, 1992: Master of Social Work
- University of Illinois, Urbana-Champaign, 1986: Bachelor of Social Work

Professional Work History

UCAN (Chicago, IL):

June 1990 - Present

Vice President of Administration (5/04 to present)

Overall responsibility for the day-to-day operations of the President's Office including but not limited to the oversight and management of:

- Administrative oversight of the Human Resources and Quality Improvement Departments
- Oversight of the agency Executive Office
- The agency strategic planning process
- Chair of the Agency Risk Management Committee
- Manager of the Quality Improvement Department
- Executive Sponsor of Ethics Committee
- Executive Sponsor of LGBT & Allies agency affinity group
- Facilitator of the Senior Leadership team
- Co-author of agency clinical philosophy

Vice President of Residential & Education (8/99 to 5/04)

Overall responsibility for a 70-bed residential program and a 6-bed group home for youth who have experienced trauma and abuse. Also had administrative oversight of a private therapeutic academic school for elementary and high school students.

- Oversight of all personnel and programmatic designs
- Community liaison
- Member of the Senior Leadership team
- Responsible for the development and oversight of a \$6 million budget

Various Other Positions at UCAN

- Director of Clinical & Case Management Services (4/97 8/99)
- Director of Residential Casework Services (7/93 3/99)
- Family Reunification Worker (6/91 7/93)
- Residential Caseworker (6/90 6/91)

Maryville Academy (Des Plaines, IL):

February 1987 – February 1990

- Assistant Program Manager (6/88 2/90)
- Family Educator (2/87 6/88)

Professional Affiliations & Memberships:

National Association of Social Workers

University of Illinois Alumni Association

Board Member - Howard Brown Health Center (1/09 - 12/10)

Chair, Advisory Board – LCCP – (8/08 - 12/10)

Advisory Board Member – LCCP (1/08 - 8/08)

Governing Board Member – LCCP (1/07 – 1/08)

National Network for Social Work Managers (2006 – 2007)

Volunteer for IL State Board of Education (1991-1994)

Specialized (54 hours) training in clinical practice with LGBT individuals and families

External Affairs & Diversity

Claude A. Robinson

UCAN Executive Vice President of External Affairs and Diversity

Objective

A continued career in community relations and youth development which allows me to utilize my combined experience in problem solving, communication, project management, and interpersonal relations to enhance the overall productivity of your organization.

Experience

1995 - Present UCAN, Chicago, IL

2008 – Present Executive Vice President of External Affairs and Diversity

2003 - 2008 Vice President of Youth Development

- Oversee all youth development, mentoring and violence prevention programming.
- Facilitate and conduct workshops, public presentations and media events to advocate for positive change for youth.
- Assist in identifying and securing financial resources for programs.
- Monitor departmental budget and supervise staff of four.

1995 - 2003 UCAN

Chicago. IL

Director, Community Support Programs

- Supervised staff of 6 and coordinated program planning and development.
- Assessed and implemented collaborative ventures with corporations, schools, religious institutions, government agencies, etc.
- Established and enhanced agency marketing strategies and professional community development approaches to facilitate positive public relations.
- Established a vocational and educational services department that created career opportunities for at-risk youth.

1992 - 1994

Chicago Park District

Chicago. IL

Physical Instructor- Monthly

- Organized community educational/recreational programs for youth and adults which provided alternatives to gang violence, etc.
- Supervised staff of 6 to meet organizational and community need by enhancing their cultural sensitivity and management skills.

Education

1995

Chicago State University

Chicago, IL

Master's of Science - Guidance & Counseling

1990

University of Wisconsin

Whitewater, WI

Bachelor of Arts - Psychology

Activities

- Captain 1989 NCAA Men's Basketball Championship Team.
- Participant in Chicago Community Development Advisory Council.
- 2004 fellow of Leadership Greater Chicago
- Mayoral appointment to Chicago Commission on Urban Opportunity.
- Selected as WGN-TV "Unsung Hero" in 2000.

Claude A. Robinson, Jr. Executive Vice President, External Affairs & Diversity

Claude A. Robinson, Jr. was born in Philadelphia, Pennsylvania. To beat the negative ills of the inner city, he attended St. Johns Northwestern Military & Naval Academy in Lake Geneva, Wisconsin for most of his high school years. At SJNMNA, Claude excelled as a student-athlete and leader. He is a graduate of the University of Wisconsin at Whitewater where he successfully obtained a Bachelor of Arts in Psychology. He was also cocaptain of the 1989-1990 NCAA Division III men's basketball championship team. Further, Claude obtained a Master's Degree of Science in Counseling at Chicago State University.

Claude specializes in the personal development, education and motivation of youth and children. A staunch advocate for youth, Claude continually challenges adults to examine their perspectives about youth and diligently strives to build positive youth and adult partnerships. Currently, he serves as the Executive Vice President of External Affairs & Diversity at UCAN. Claude's work has yielded numerous awards from City of Chicago Mayor Richard M. Daley, Miss Illinois Leadership Award 2001, and WGN-TV Channel 9 as a 2000 "Unsung Hero" award. In 2008, Claude led a U.S. delegation on a four city "Best Practice" exchange to the United Kingdom to assist policy makers and community leaders on positive youth engagement.

Claude has affiliations with the Chicago Community Development Advisory Council, United Church of Christ Council for Health and Human Service Ministries, Chicago Committee on Urban Opportunity, Trinity United Church of Christ, and Leadership Greater Chicago. He is involved in a number of recreational and community outreach projects and has lectured and presented to diverse audiences across the country. Claude is the proud father of two beautiful children, Brianna & Dorian.

Vice President of Employment and

Renita R. White 8151 South Sawyer Avenue Chicago, Illinois 60652

Community Development Cell #: (773) 727 - 9027

Objective: To obtain an executive level position that will afford me the opportunity to utilize my knowledge, skills and abilities in leadership, advocacy, program planning and development.

Summary of Professional Experience Leadership and Management

- Currently, Vice President of Housing Support and Workforce Development for multiple Chicago Housing Authority programming
- Work as part of Executive leadership teams reporting directly to the President,
 Chief Executive Officers and Chief Operating Officers
- Directed one of the State of Illinois' largest independent living programs 325 youth annually
- Senior Vice President responsible for day-to-day operations of various programs including foster care, intact services, day treatment and counseling
- Provided leadership and management support for up to 160 professional, nonprofessional and support staff
- Managed child welfare units and licensing department
- · Developed and implemented programs serving youth
- Worked with select Board members on special projects related to advocacy and fundraising and program enhancement
- Positive relationship with funders and effective external relationships

Budget Administration

- Responsible for budgets ranging from six to fifteen million dollars
- Prepared and monitored department and program-wide budgets
- Convened and/or participated in budget development and budget review meetings
- Negotiated program contracts with funding sources.

Human Resources Management

- Selected, supervised and facilitated the development of senior management teams
- Trained, supervised and coached employees at all organizational levels including PhD, MSW clinical and non-clinical staff, BSW staff, practicum student and interns
- Prepared performance evaluations and facilitated performance review meetings
- Participated in the development of personnel policies and annual appraisals
- Writes program "specific" and agency policy and procedures
- Designed and conducted new employee orientation manuals

Program Planning and Development

- Served on organization-wide program development committees
- Developed and received funding for new programs*
- Developed and implemented methods for managing excessive workloads
- Monitored daily program operations
- Prepare and Coordinate professional development/training curriculums and schedules for staff and managers
- Facilitated management meetings, retreats and staff training for program enhancement.

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Quality Assurance Activities

- Work with a variety of task force groups related to public policy development, accreditation and staff development
- Maintained program accreditation by meeting all contractual obligations for local and regional compliances
- Constructed comparative statistical data for assessment of all programs
- Prepared for and/or participation in external and external audits
- Developed systems to evaluate case records and provide feedback for corrective action
- Monitored program performance through peer and case review process
- Provided monitoring and oversight to Information Technology systems
- Created department strategic plans and participate in creation of agency strategic plan

External Interface

- Made connections with public officials and engages in in agency advocacy efforts
- Represented organizations at meetings with state and federal agencies and other funding sources
- Trainer for Child Welfare Consortium and the Child Endangerment Risk Assessment Protocol
- Reviewer for the Council on Accreditation (COA)
- Member of Task Force through Child Welfare League of America for Youth/Adolescents
- Member of the Child Care Association of Illinois

Social Work Consultation

- Provided consultation to professional casework staff for accuracy of documentation, deadline expectations and paperwork processing
- Used as expert social work consultant for law firms representing agencies in lawsuits throughout child welfare (Stellato & Schwartz)
- Provides consultation to agencies preparing for the COA review process

Employment History

Uhlich Children's Advantage Public Housing May 2010 – Present

Network (UCAN) Workforce Development -multiple programs/initiatives

The Children's Place Quality Assurance October 2007 to Present

Association - agency wide

Hull House Association Independent Living June 1999 to September 2007

Director Transitional Living
Homeless Youth

Central Baptist Family Services Foster Care November 1994 to April 1999

Senior Vice President Intact Family

Director Care November 1994 to April 1999

Counseling

Day Treatment

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Volunteers of America Foster Care July 1992 to November 1994 Social Work Supervisor Licensing

Child Welfare Worker III

Council on Jewish Elderly Home Health July 1988 to July 1991

Supervisor

Metropolitan Family Services Elderly November 1984 to July 1988

Caseworker Consultant

Education

University of Chicago, School of Service Administration

Concentration: Policy /Administration

Graduated: Masters of Social Work; June 1993

Bradley University

Concentration: Psychology

Graduated: Bachelors of Science, May 1984

Certifications

Licensed Social Worker, COA Reviewer, Illinois Child Welfare License

Professional and Civic Affiliation

- National Advisory Committee for Independent Living (CWLA)
- Council on Accreditation (COA)
- Delta Sigma Theta Public Service Sorority
- Child Care Association of Illinois

References will be furnished upon request

2400 Windsor Mall, # 2N Park Ridge, IL 60068 847/393-4116 (res) scotmcc@comcast.net

SUMMARY

Growth oriented team player with strong leadership skills and over 30 years of progressively responsible experience in financial and operating management. Experience encompasses public and private companies as well as public accounting. Extensive financing, acquisitions/divestitures, information technology, start up, turnaround and working capital reduction experience.

EXPERIENCE

UCAN (Uhlich Children's Advantage Network), Chicago, Illinois

2008 – Present

Childrens' charity primarily DCFS funded with Residential, Foster Parent, Teen Transitional Services and Teen Parenting Services programs as well as a grade school through high school Academy.

Chief Financial Officer

- Responsible for financial reporting, financing transactions, budgeting, cash management, insurance and all accounting functions.
- Managed and successfully completed transfer of credit enhancement letter of credit for \$10 million bond issuance and \$3 million line of credit to a new bank.

MCCORMICK & CO., Mundelein, Illinois Consulting

2004 - 2008

AMERICAN FASTNET, Glenview, Illinois

2002 - 2004

Wireless broadband internet service provider start up with operations in Lakemoor, Illinois.

President

- Invested in and started company with financial partner who was not active in the business.
- Identified broadband internet service market as being poised for explosive growth and prepared comprehensive business plan including extensive flexible financial modeling in Excel.
- Identified test markets and commenced providing service to 500 unit apartment complex and 400 home development.
- Researched, selected and implemented all technology used from the customers' premise through the company's internet connection.

THURSTON GROUP, Chicago, Illinois

1995 - 2002

Acting Chief Financial Officer of this private investment bank focused on start-ups in the internet and telecommunications spaces. During tenure, start-ups were commenced in the following areas: telecommunications billing, secure document transmission over the internet, message delivery, think tank helping entrepreneurs to bring internet concepts to market and international telecommunications.

EXPERIENCE (CONT'D)

Avery Communications, Chicago, Illinois

Principal responsibility at Thurston Group. Public company with revenues in excess of \$40 million controlled by Thurston Group. Primarily a billing services clearinghouse for the telecommunications industry, also had complimentary operations in messaging billing software, customer relationship management software and messaging.

Board Member, Vice President, Chief Financial Officer and Secretary

- Prepared business plan for long distance reseller roll-up and began fund raising process on Wall Street.
- Acquired telecommunications billing services clearinghouse start up and funded purchase through two private placements prior to public company status.
- Obtained \$10 million financing which fueled telecommunications billing growth through factoring customers' receivables and obtained financing for customers directly with lenders when they became too large for our risk profile.
- Brought company public, acquired company with messaging and customer relationship management software operations, acquired larger billing services clearinghouse competitor out of bankruptcy, acquired messaging company and spun-off software company.
- Obtained \$10 million working capital facility in 2001 and revenues increased over eight times from \$5 million to over \$40 million during tenure through strategic acquisitions and robust organic growth.

THE PARK CORPORATION, Barrington, Illinois

1993 - 1995

Revenues of \$130 million with two plants. Food manufacturer producing coffee, dry bakery mixes, drink mixes, food oils and icings serving the retail private label, food service, in-store bakery and international markets.

Chief Financial Officer, Secretary

- Merged two legal entities and refinanced survivor reducing annual interest expense \$200,000 and negotiated commercial versus prior asset based agreement.
- Reduced working capital \$4 million through reorganizing receivables department, establishing days to pay for vendor classes and participating in changing the production scheduling policy.
- Outsourced MIS function with EDS providing greater expertise and accelerating response to users.
- Directed development of sales analysis system providing higher sales force productivity.
- Instituted and supervised installation of local area networks at both plants tied by a leased line enhancing communications within and among plants and standardizing professional productivity software.
- Installed Platinum accounting software improving accuracy and timeliness of month end closes.
- Assumed responsibility for divestiture of \$4 million division three weeks prior to closing and successfully consummated the transaction.

EXPERIENCE (CONT'D)

WHITESTAR GRAPHICS INC., Spring Grove, Illinois

1990 - 1993

Revenues in excess of \$40 million with four plants. Businesses in manufacturing manifold business forms, computerized typesetting and four color separations.

Chief Financial and Administrative Officer, Secretary

- Integral member of team that accomplished a \$3.5 million improvement in the business forms operation's annual operating income through "right sizing".
- Decreased consolidated working capital requirements by \$4 million due to improved collection techniques, an inventory reduction program, attaining longer terms with major paper vendors and setting goals with people responsible for these areas and tracking progress.
- Reduced annual costs \$0.3 million by eliminating truck leases as well as re-negotiating group insurance (self-funded), audit and tax fees.
- Identified off-peak sales opportunity in typesetting business and assisted in developing strategy to increase sales during this period. Persuaded bank, owners and President of WhiteStar that typesetting business should not be divested. Subsequently offered presidency of \$13 million typesetting and four color separation business.
- Selected to act as General Manager of forms business in president's absence.

CC INDUSTRIES, INC., Chicago, Illinois

1978 - 1990

Holding company for wholly owned operations of the Crown family. Revenues in excess of \$600 million.

American Envelope Company (AEC), Chicago, Illinois

1980 - 1990

(Subsidiary of CC industries) Revenues in excess of \$200 million with 14 plants. Envelope manufacturer with the following additional operations: paper merchant, loose leaf bindery and expandable file folder manufacturer.

Controller (highest financial officer)

- Negotiated financial terms of four acquisitions totaling \$140 million in revenues. Performed due diligence investigations and integrated acquired operations into existing business systems.
- Managed all financial arrangements of three divestitures and two liquidation's totaling \$15 million in revenues.

Lemont Shipbuilding and Repair Company, Lemont, Illinois

1978 - 1980

(Subsidiary of CC Industries)

COOPERS & LYBRAND, Chicago, Illinois

1976 - 1978

EDUCATION B.S., Accounting, Michigan State University, 1976

C.P.A. Certificate - Illinois, 1981 Phillip Crosby Quality College, 1990

Numerous seminars including "Doing More With Less" by Alec

MacKenzie

PROFESSIONAL American Institute of Certified Public Accountants

ASSOCIATION Illinois CPA Society

Patricia A. Wynn, CPA

Professional Profile

Self-motivated Financial Professional with 20 years of diverse accounting, operations and financial reporting experience. Certified Public Accountant. Proven ability to reduce operating expense through critical account analysis and effective financial and operating controls. Proven track record for developing strong business relationships, making sound business decisions and mentoring staff to succeed with integrity.

Career Highlights

- Financial and Strategic Planning
- Budget Development and Management
- Cash Flow Management and Modeling
- Financial Reporting
- Auditing and Compliance

- Information Technology Systems
- Facilities Management
- Organizational Awareness
- Fostering Teamwork
- Professional Integrity and Ethics

Professional Accomplishments

Financial

- Prepared annual budgets for 10+ divisions, totaled \$40 million in revenue.
- Forecasted 16 month cash position with risk scenarios.
- Managed \$6 million in annual accounts payable, maintained excellent credit rating.
- Processed \$5 million of annual salary expense, consistently met payroll obligations.
- Supervised preparation of monthly financial statements in accordance with GAAP.
- Convened budget performance reviews with management team, identified budget variances, problem-solved performance barriers.
- Monitored compliance with bank covenants, maintained strong business relationship with lending officers.
- Managed endowment assets in accordance with investment policy guidelines.
- Ensured compliance with donor imposed restrictions on private contributions.
- Facilitated annual financial and federal audits.

Operations

- Negotiated new banking relationship, released \$1 million in restricted cash.
- Liquidated unused business asset, reduced outstanding debt by half.
- Consolidated leased office space, generated cash savings of \$159K.
- Negotiated new equipment lease, generated cash savings of \$46K.
- Researched and identified fleet vendor for business vehicles, eliminated service disruptions linked to vehicle issues.
- Facilitated roll-out of IT network outsourcing solution for 140 users in two locations.
- Directed the maintenance of 10 acre facility, included capital budget preparation.

Administration

- Presenting Member of Finance Committee, attended Board of Directors meetings.
- Key Risk Management team member, identified workplace risks, reduced annual worker's compensation claims.

Administration (Continued)

- Complied with all federal and state regulatory requirements.
- Negotiated annual renewal of corporate insurance polices.
- Administered public and private contracts totaling \$10 million, included bidding, analysis and compliance.
- Supervised diverse team of 10 professionals, encompassing business office, facility maintenance and information systems.

Employment History

| UCAN, Chicago, IL | 2012-Present |
|-------------------|--------------|
| C . 11 | |

Controller

The Youth Campus, Park Ridge, IL 2002-2012

Chief Financial Officer

Director of Finance & Administration

American Express Tax & Business Services, Rolling Meadows, IL 1999-2002

Manager

Senior Consultant

Illinois Office of the Auditor General, Springfield & Chicago, IL 1995-1999

Audit Manager Audit Supervisor Staff Auditor

Education

MBA, Northern Illinois University, Hoffman Estates, IL

BS Accountancy, University of Illinois, Urbana-Champaign, IL

Certifications

Certified Public Accountant - Registered, State of Illinois

Affiliations

Illinois CPA Society

Derrick K. Baker

Combining significant hands-on and supervisory experience to executive edit magazines, annual reports and newsletters that advance clients' strategic plans; skilled at creating and executing on time and within budget public relations, marketing communications and branding campaigns for non-profits and small business; creative writer and researcher of engaging speeches for entrepreneurs, elected officials, non-profit leaders and C-suite executives.

Derrick K. Baker is president of DKB & Associates Ltd., a 17-year-old full-service public relations, marketing communications and editorial services consultancy that has served an array of clients with diverse goals and budgets, including: Bellwood School District 88, Black Contractors United, Cochran, Cherry, Givens, Smith & Montgomery, City Colleges of Chicago, Chicago Urban League, Gibson General Hospital, Harper Court Arts Council, Illinois Poison Center, Urban Influence Magazine, N'DIGO Foundation, N'DIGO Magapaper, Sickle Cell Disease Association of Illinois, Near North Health Service Corporation, North Berywn Park District and the Village of Bellwood, Ill.

Among his current hands-on consulting affiliations, Baker serves as vice president of Marketing Communications for UCAN, one of Chicago's oldest yet most innovative social service agencies.

An award-winning speech writer, reporter and newspaper columnist, Baker served as director of marketing for the Chicago Park District and before that as a regional marketing communications manager for the District. Prior to that experience, he served for several years as a senior editor and corporate spokesman for leading commercial property and casualty insurer Kemper National Insurance Companies, and before that as assistant managing editor of *Dollars & Sense* magazine and The Blackbook, its sister publication.

Since 2007 he has served as a commissioner of the Illinois Attorney Registration and Disciplinary Commission, which investigates allegations of misconduct by lawyers and makes recommendations to the Illinois Supreme Court, which appointed Baker to the post. A member of the ARDC's Personnel Committee, Baker had served for three years on the ARDC Hearing Board before being named a commissioner.

He is past president of the Rotary Club of Chicago Southeast, the nation's first African-American chapter of Rotary International.

Baker earned a master's degree in journalism from Roosevelt University and a bachelor's degree in journalism and mass communication from Drake University.

March 2015

FRED LONG

10039 S. California, Chicago, IL 60655 | C: 773-419-0015 | fredrick.long@ucanchicago.org

SUMMARY

Dedicated Government Affairs Manager who excels at using proven methods and cutting-edge technology to successfully cut costs, streamline operations and increase productivity. Public relations expert possessing excellent project management, leadership and event planning skills with a strong background in consumer public relations.

HIGHLIGHTS

Employee training and development

- Inter-governmental and legislative relations
- Public speaking
- Cross-functional team management
- Community development
- Violence prevention

Collective bargaining techniques

Exceptional organizational skills

ACCOMPLISHMENTS

Outstanding Service award recipient for Community Support and Youth Development in 2004 and 2007

EXPERIENCE

09/2012 to 09/2015

Director of Government Affairs

UCAN - Chicago, IL

Served on the UCAN's Senior Leadership Team.

- Devised short and long-range action plans to address a wide variety of needs for youth in state care.
- Negotiated contractual agreements for UCAN's Family Works youth employment program, capital projects and violence prevention services.
- Secured funding government contracts for community programs
- Worked closely with Mayor's Office and Illinois General Assembly members on various policies impacting youth and families.

9/2004 – 8/2012 Youth Development Specialist II

- Violence Interruption presentations in schools and to community groups
- Civic activism and issue education with community leaders
- Co-facilitator of group mentoring program Project Visible Man (PVM) via UCAN's
 360 Schools Model.

EDUCATION

2015 Bachelor of Science: Political Science

Chicago State University - Chicago, IL, United States

Mark A. Snyder

Professional Skills

- Supervisory Skills
- Strong Customer Relations Skills
- Time Management
- Preventive Maintenance Software
- Training & Organizational Skills
- Calendar/Schedule Management
- Facility Operations
- Budget Planning

Professional Experience

January 2009 — Present Uhlich Children's Advantage Network (UCAN) Chicago, IL

Facilities Director: March 2015- Present

Facilities Manager: January 2012 – February 2015 Maintenance Mechanic: January 2009 – January 2012

Directly supervise facility staff of eight team members, overseeing day-to-day operations for approximately 27 agency buildings and sites throughout Cook and Lake Counties. Coordinate with Supervisors and Directors to set facility assignments, both short-term and long-term, throughout the agency. Continually train facility team members, ensuring they meet the continued changing needs of the agency. On call 24 hours a day, seven days a week to address issues regarding safety and security of physical properties.

- Oversee four multi-unit rental properties, including collecting rents, maintaining properties, and conducting Chicago Housing Authority inspections and follow-up work.
- Plan and oversee build-outs and remodeling projects on agency properties and on buildings owned or leased by the agency.
- Manage agency fleet, coordinating repairs and preventative maintenance, working with insurance company on claims, maintaining licenses, and negotiating with dealers on new purchases.
- Request quotes and develop and execute contracts with independent contractors on planned projects, as well as agency vendors, i.e. security, housekeeping, maintenance labor and supply vendors maintaining a good working relationship.
- Advised on short-term and long-term plans for agency facility and equipment needs and prepare Fiscal Year 2013-14 Capital Expense budget based on agency's highest priorities.

Sept 2006 — Feb 2008 Insight Product Development

Chicago, IL

Building Engineer

- Managed 55,000 square foot building, mixed use office and warehouse, housing three commercial tenants.
- Responsible for project management and implementation, such as office remodel and roof tear-off and repair.
- Ordered and tracked supplies and materials for custodial staff and design shop.
- Interviewed, reviewed competitive bids, selected, and oversaw contract workers.
- Liaison with city government officials, such as water, electric, fire suppression, and elevator inspectors, as well as building security provider.

- Plumbing: sweat soldering copper piping, faucet installation and repair, PVC piping (indoor and outdoor), sewer rodding, removal and installation of water, boiler, and HVAC pumps.
- Electrical: wiring/new installations, removal and installation of motors, breaker exchanges, circuit tracing, installation of outlets and switches, relamping and rewiring light fixtures, replacing ballasts.
- Carpentry: framing, dry walling, painting.
- HVAC:
 - Regular air handler maintenance, including changing belts/filters, adjusting pulleys, replacing electrical motors, greasing, cleaning coils, replacing bearings and wheels.
 - o Boiler maintenance, change igniters.
 - o Chillers: cleaning chiller tubes.

June 1998—Sept 2006 Chicago Botanic Garden

Glencoe, IL

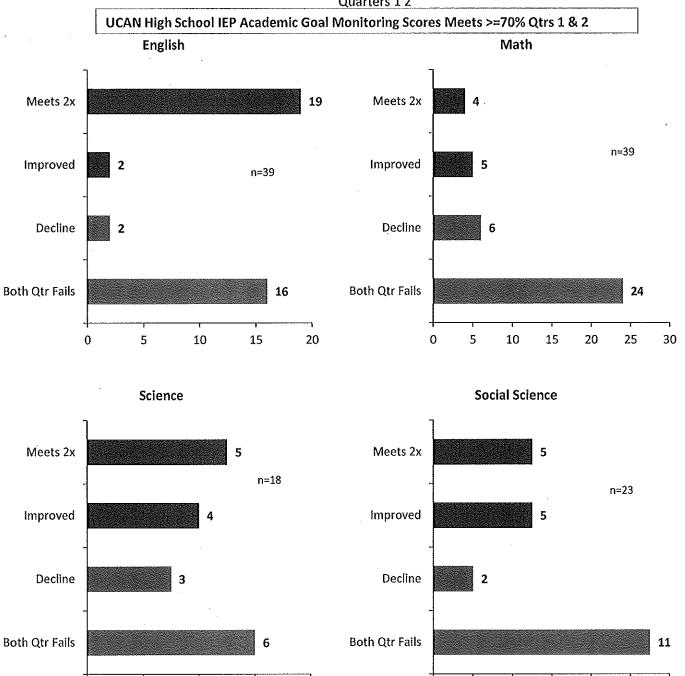
Building Engineer, IV

- Plumbing: sweat soldering copper piping, faucet installation and repair, PVC piping (indoor and outdoor), sewer rodding, removal and installation of water, boiler, and HVAC pumps.
- Electrical: wiring/new installations, removal and installation of motors, breaker exchanges, circuit tracing, installation of outlets and switches, relamping and rewiring light fixtures, replacing ballasts.
- Carpentry: framing, dry walling, painting.
- Pools and fountains: repair and replace pool light fixtures, change pumps and motors,
- repair/replace sand filters.
- HVAC:
 - Regular air handler maintenance, including changing belts/filters, adjusting pulleys, replacing electrical motors, greasing, cleaning coils, replacing bearings and wheels.
 - Boiler maintenance, change igniters.
 - o Chillers: cleaning chiller tubes.
 - Event setup: run electrical systems, including audio-visual, lighting, and heating; generator setups (gas and diesel).

| Education | | |
|------------------------|---|--|
| Sept. 1997 – May 1998: | Michigan State University East Lansing, Michigan | Studies toward Urban Regional Planning |
| June 1997: | Lansing Community College Lansing, Michigan | Associates Degree -General |
| June 1988: | Cadillac High School | Welding and Metal Fabrication |
| Certificate | Cadillac, Michigan | |

School Year 2014-2015 Meets Goals >= 70%

Quarters 12





Human Resources Job Description

Position Title: Program Vice President

Department: Educational Services

Reports To: Executive Vice President

Directly Supervises: Principal

Dean of Students Clinical Director

Administrative Supervisor

Educational Liaison and Program Coordinator

Position Summary:

As part of Senior Leadership, strategically develops, manages and evaluates multiple program services and staff to ensure that best practice standards are met in order to deliver services to clients that are quality, clinically appropriate, and culturally proficient.

Essential Functions and Responsibilities:

Financial Management

- Manages program financial performance and budget, including revenue and expenses, in order to meet financial goals of the program(s) and the agency.
- Works to diversify referral and funding sources whenever possible.
- Sets the annual budget for the program(s) in conjunction with the Finance Department.

Strategic Planning and Program Development

- Identifies areas of improvement, develops and implements new programs and services to meet service needs.
- Identifies, understands, and plans for changing trends in service populations, service needs and funding sources.
- Participates in creating and implementing the Agency Strategic Plan.
- Involves staff and managers in the implementation of strategic plan objectives that impact and is applicable to the program.
- Considers any cultural factors that may impact how program services are developed, delivered, funded and evaluated and is proficient in addressing those factors.

Managing Accountability and Compliance

• Ensures that the program(s) meets all applicable regulatory standards, including but not limited to: COA standards, IDCFS licensing regulations, IDCFS policy and procedure,

- CPS regulations, and Medicaid procedures, and creates systems to maintain and monitor such.
- Strategizes with Director of Quality Management and other management staff, on program evaluation and methods for CQI measures regarding file quality, client outcomes, staff development, supervision, client services and other issues related to program quality.
- Leads program and staff in accountability, quality and compliance through example and modeling behavior.
- Manages the intake processes and monitors program levels of service in order to maintain quality of service, appropriate client/staff ratios and caseloads and levels of supervision.
- Interprets regulatory standards/rules/laws, makes revision of program policies and procedures for program compliance and communicates information to staff for implementation.
- Ensures compliance with UCAN Continuous Quality Improvement initiatives and corrective plans.

Developing and Supervising Employees

- Manages Human Resources procedures, including: recruits, interviews and hires staff
 to meet the needs of program staffing; ensures appropriate job scheduling, assignment
 and training; recommends and approves salaries, promotions, demotions and
 terminations; coaches, counsels and disciplines staff for maximum performance.
- Identifies and coaches program staff for job enrichment or potential advancement.
- Provides direction, support and guidance to direct reports, as well as to the program staff as a whole.
- Delegates appropriate tasks and responsibilities to staff based on individual skill level and work loads.
- Recognizes and rewards individual and departmental performance.
- Sets and evaluates clear and collaborative individual performance goals for direct reports.
- Provides guidance and feedback to supervisory staff in their supervision of direct reports.
- Leads program staff through critical processes and decisions, such as cultural proficiency in program services and in crisis management of cases.

External Networking/Advocacy/Marketing

- Maintains relationships and communication with appropriate external constituencies
- Represents UCAN in public and private forums and committees that pertain to children and families in Illinois.
- Behaves with integrity and supports high ethical standards when representing UCAN.
- Markets program services to current and potential referral sources in order to maintain and increase program levels.
- Outreaches to a wide range of communities to develop and maintain relationships with a diverse group of communities and professional groups.
- Makes connections with public officials and engages in agency Advocacy efforts.

Network Advantage

- Contributes to the overall success and leadership of UCAN by maintaining strong working relationships with other senior staff and by integrating the programs with the UCAN philosophy, goals and mission.
- Supports and reinforces the "Network Advantage" with program staff in order to provide smooth transitions for clients and the sharing of resources for staff.
- Actively participates and contributes to the Strategic Leadership Team and the Continuum of Care SLT.
- Creates and supports opportunities for staff to utilize and experience other parts of the Network.
- Builds strong interpersonal relationships with teams and among team members
- Communicates UCAN and program plans/goals while asking for employee input and ideas.

Diversity and Cultural Proficiency

- Is open to being an active learner, participating in discussions with others, trying new approaches and ideas, and being self-aware and self-reflective for continual personal, professional and leadership growth.
- Strategically plans for department/program that thoroughly examines and inclusively incorporates diversity.
- Actively meets client needs by developing, supporting and leading program services which address diversity and cultural issues that impact clients.
- Actively promotes staff development by initiating and encouraging communication with employees about issues of diversity and discrimination.
- Completes assigned tasks in UCAN Diversity Goals and supports activities of UCAN Diversity Committee.

Professionalism and Work Conduct:

- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of LICAN
- Acts in a professional manner at all times and maintains appropriate boundaries with clients and staff
- Demonstrates accountability for results and keeps commitments to others
- Reports to work, meetings, training, and job related activities prepared and as scheduled
- Demonstrates openness and respect for cultural and socioeconomic characteristics of clients and coworkers
- Understands and supports UCAN's standard of cultural proficiency and strives to meet it
- Accepts feedback and ideas from others and is constructive when giving feedback
- Discusses alternative problem solving and is open to new ideas and ways of doing things

Program Specific Requirements

• Effectively relates to and intervenes with children with behavioral and emotional difficulties

Education/Job Experience/Certification:

- Master's Degree in Special Education
- Type 75 Certification required
- 7-10 years of related work experience required
- 7-10 years of previous supervisory experience required
- 5 plus years of senior management experience in related field preferred
- For internal promotion: Must have performance rating of Leading or Impacting in most recent annual performance evaluation

Position Status: Exempt

Salary Grade: N

Date Revised January 2014



Human Resources Job Description

Position Title: Principal

Department: UCAN Tech

Reports to: Vice President of Educational Services

<u>Direct reports:</u> Teachers

Behavior Intervention Staff

Position Summary

The Principal assesses, develops and monitors educational programming to meet the developmental and academic needs of the students. The Principal supervises and facilitates day-to-day operations of the program and assumes the responsibility for the implementation of the Behavior Management Plan and System.

Essential Functions and Responsibilities:

Program Administration and Planning

- Plans, implements and evaluates programming that will increase the efficiency of the program and improve the delivery of services to students.
- Develops and researches Common Core aligned curriculum.
- Uses student achievement data to strengthen instruction, behavior management and overall school program.
- Uses clinical and population specific knowledge to develop and plan appropriate services and programming for clients
- Accurately completes all reports and documentation required by CPS and other contracting and regulatory bodies.
- Ensures all documentation is completed and submitted as required.
- Ensures that Crisis Management protocols for the department are followed.
- Manages departmental budget by following Finance Dept. procedures in approving petty cash, payments, check requests, mileage and expense reimbursements and other program expenses.
- Manages employee job performance by following HR procedures and documentation requirements for: hiring; job scheduling and assignment; disciplinary actions; recommendations for salaries, raises, promotions, demotions and terminations.
- Makes decisions on program plans and approves detailed plans submitted by staff.
- Oversees the design and implementation of school behavioral system; monitor implementation for fairness, consistency and compliance with CPS Discipline Code and UA/UHS policies and procedures.
- Responsible for the administration of standardized tests to students to determine performance level of child.

Identifying and Addressing Program and Student Needs

- Provides consultation and direction for student interventions and problem resolution.
- Guides all school employees to base interventions on clinically appropriate, best practice, and ethical considerations.
- Guides and directs employees during crises to minimize trauma for the student and to support the employee's efforts.
- Uses the Mental Health and/or educational diagnoses of students to assist employees with appropriate interventions.
- Considers any cultural factors that may be impacting the student or the appropriateness of services, and proficiently addresses them to provide needed services.

Developing and Leading Employees

- Orients and trains new employees according to program and department guidelines to ensure all new employees are ready and able to perform as necessary.
- Sets and evaluates clear and collaborative individual performance goals for direct reports.
- Encourages school employee development by supporting training, assigning challenging work, and delegating tasks when appropriate.
- Coaches and mentors direct reports around employee interests and career goals.
- Provides critical feedback to school employees around areas of development for increased performance.
- Assumes responsibility for staff development through continuous research of latest trends in education.
- Recognizes and rewards school employee performance, initiative and decision-making (rapid rewards, employee of the month, etc.)
- Completes meaningful Annual Performance Reviews for all direct reports and submits on time
- Supervises and provides leadership to school program staff in order to achieve maximum utilization of personnel.

Accountability and Compliance

- Follows all applicable regulatory standards, including but not limited to: COA standards, IDCFS policy and procedure, CPS regulations, and Medicaid procedures.
- Strategizes with Quality Improvement and other management staff, on program evaluation and methods for CQI measures regarding file quality, client outcomes, staff development, supervision, client services and other issues related to program quality.
- Leads program in accountability, quality and compliance through example and modeling behavior.
- Ensures compliance with UCAN CQI initiatives and corrective plans.
- Implements policy, practice and procedural changes to better serve students and to comply with regulations.

Team Building and Agency Networking

- Collaborates with other Academy & High School Administrators in the development of plans, policies, and programs to ensure the children in the school learn in a nurturing, warm, and positive educational environment.
- Builds strong interpersonal relationships with team and among the team members

- Facilitates regular and productive program meetings and encourages participation
- Defines each employee's role and responsibilities within the program
- Delegates in an effective manner while considering individual skills and workloads
- Accepts feedback and ideas from team and is constructive when giving feedback
- Discusses alternative problem solving and is open to new ideas and ways of doing things
- Shares specialized knowledge and resources with team and other UCAN departments
- Coordinates services with multiple UCAN programs to ensure appropriate services for clients and teamwork between programs
- Plans for client transitions to other UCAN programs to provide seamless transition for clients and a cooperative team process.

Professionalism and Work Conduct

- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of UCAN
- Acts in a professional manner at all times and maintains appropriate boundaries with students
- Demonstrates accountability for results and keeps commitments to others
- Reports to work, meetings, training, and job related activities prepared and as scheduled
- Demonstrates openness and respect for cultural and socioeconomic characteristics of clients and coworkers
- Understands and supports UCAN's standard of cultural proficiency and strives to meet it
- Responds to students and their families, UCAN staff, CPS, service providers and other stakeholders in a timely manner and ensures follow up to adequately address their need.
- Maintains current knowledge through participation in training sessions, seminars, etc.
- Performs other related tasks as required or assigned

Education/Job Experience/Certification:

- Masters Degree in Educational Administration, Special Education or Related Field required
- Professional Educators License with Type 75 Administrative Certification required
- Minimum of three (3) years Supervisory experience required
- Minimum of three (3) years teaching experience.

Special Knowledge and Qualifications:

- Excellent interpersonal, leadership and problem solving skills.
- Is open and respectful of cultural and socioeconomic characteristics of clients and is willing and competent to work with a diverse client population.
- Experience or ability to use computers for data entry, communication and report writing
- Ability to supervise teachers with different educational disciplines.
- Calm, professional manner; objective, balanced decision-making; teambuilding and active listening
- Ability to deal effectively with children with behavioral and emotional difficulties.
- Willingness and eligibility to pursue Administrative Certification Type 75

Position Status: Exempt Salary Grade: K Date Revised: 7/23/09

Work Environment: This Position requires direct contact with students in a school setting...

UCAN TECH

Course Title: Earth Space Science

33510

Earth science is the study **Of** the properties **Of** earth and the planet stars and galaxies that make up our universe. Students will make careful observations **Of** the earth **an<:** the universe and conduct experiments to help explain these observations. Branches of earth science include Geology (the study of Earth's land surface, including its rocks and minerals, volcanoes, earthquakes, and history). Oceanography (the study of the earth's oceans). Meteorology (the study of the earth's atmosphere, including climate and weather forecasting. Astronomy (the study of space, the planets, stars and galaxies in our universe). The topics include aboratory experiments and demonstrations.

| Week | Essential Content | Subtopics Ir | structional Material Resources | Homework/Assessment |
|-------|--|---|----------------------------------|---|
| 1 & 2 | Unit I: Studying Earth | Planets the Earth, Methods of Science, And Changes in the Biosphere. 1. Stream discharge. 2. What is the percentage of oxygen in the capture-recapture method. 4. How is the hypothesis tested and evaluations. | | Section reviewquestions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of theirwork. |
| 3 & 4 | Unit I: Studying Earth | Planets the Earth, Methods of Science, And Changes in the Biosphere. 1. Stream discharge. 2. What is the percentage of oxygen in the capture-recapture method. 4. How is the hypothesis tested and eval | | Section reviewquestions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |
| 5 & 6 | Unit 11:Ecological Interactions (Ecosystems) | Planets, Matter and Energy in the Ecosy Interactions in the Ecosystem, and Ecos Balance 5. Planet and the water cycle. 6. Yeast population density. 7. Human activity affecting deer populat time. | ystem Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of theirwork. |
| 7 & 8 | Unit II: Ecological Interactions (Ecosystems) | Planets, Matter and Energy in the Ecosy Interactions in the Ecosystem, and Ecos Balance 5. Planet and the water cycle 6. Yeast population density. 7. Human activity affecting deer populat time. | ystem Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, \ab reports, and maintaining a portfolio of their work. |

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| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resourc | es Homework/Assessment |
|--------------------------|---|---|---|---|
| 9 & 10 Deserts, Tundr | Unit III: Biomes (Ecosystems Cont'd) ra, Grasslands, Forests, Freshwater, and the Marine Bior | The Biomes and Their Characteristics: 8. Climatograms. 9. Seed dispersal. 10. The water-holding capacity of conifer needles. 11. Deposition of sediments in a meandering stream. 12. Saltwater concentration and brine shrimp survival. | Chalk Board, Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |
| ` , | vstems Cont'd) ra, Grasslands, Forests, Freshwater, and the | The Biomes and Their Characteristics: | Chalk Board, Video Tapes, CD- Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |
| | | 8. Climatograms. 9. Seed dispersal The water-holding capacity of conifer needles. 11. Deposition of sediments in a meandering stream. 12. Saltwater concentration and brine shrimp survival. | | |
| 13 & 14 | Unit 1V: Water Resources | Water Resources and Water Pollution Problems 13. Desalinating seawater. 14. Nutrients and algae growth. | Chalk Board. Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |
| 17 & 18 | 3 Unit IV: Water Resources | Water Resources and Water Pollution Problems Desalinating seawater. Nutrients and algae growth. | Chalk Board, Video Tapes, CD- Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |

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| Week I Essential Content | l Subtopics į | Instructional Material Resources ! | Homework/Assessment |
|--------------------------------|---|---|---|
| 19 & 20 Unit V: Land Resources | Minerals and Soils, and Pollution, Habitat Destruction, and How to Protect the Environment 15. Looking for life in soil. 16. Pollution and plant growth. 17. Modeling a bald eagle population. 18. Recycling paper. | Chalk Board, Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions 13A Written quizzes, monthly !ab reports, and maintaining a portfolio of their work. |
| 21 & 22 Unit V: Land Resources | Minerals and Soils, and Pollution, Habitat Destruction, and How to Protect the Environment 15. Looking for life in soil. 16. Pollution and plant growth. 17. Modeling a bald eagle population. 18. Recycling paper. | Chalk Board, Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions A1, Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |
| 23 & 24 Unit VI: Air Resources | Air and Noise Pollution 19. What causes the greenhouse effect? 20. How do the number and types of air particulates differ? | Chalk Board, Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |
| 25 & 26 Unit VI: Air Resources | Air and Noise Pollution 19. What causes the greenhouse effect? 20. How do the number and types of air particulates differ? | Chalk Board, Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions, Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |

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| Week Essential Content | Sub topics | Instructional Material Resources | Homework/Assessment |
|--|---|---|---|
| 27 & 28 Unit VII: Population Dynamics A2, A3, A4, A5 81, 82, 86, | People and their Needs, Human Population, and Feeding the World 21. Will the world's Zinc reserves run out? 22. How does the availability of food affect a population? 23. How are diseases transmitted? 24. What happens when too many people are crowded into a living space? 25. How is the energy in food measured? 26. Which food contain more proteins than others? | Chalk Board, Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfo\io of their work. |
| 29 & 30 Unit VII: Population Dynamics | People and their Needs, Human Population, and Feeding the World 21. Will the world's Zinc reserves run out? 22. How does the availability of food affect a population? 23. How are diseases transmitted? 24. What happens when too many people are crowded into a living space? 25. How is the energy in food measured? 26. Which food contain more proteins than others? | Rorn, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work. |
| 32 & 33 Unit VII: Population Dynamics | People and their Needs, Human Population. and Feeding the World 21. Will the world's Zinc reserves run out? 22. How does the availability of food affect a population? 23. How are diseases transmitted? 24. What happens when too many people are crowded into a living space? 25. How is the energy in food measured? 26. Which food contain more proteins than others? | Chalk Board, Video Tapes, CD-Rom, Textbooks, Worksheets | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports. and maintaining a portfolio of their work. |

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| Week | Essential Content | Sub topics | Instructional Material Resources | Homework/Assessment |
|---------|-----------------------------------|--|---------------------------------------|--|
| 34 & 35 | Unit Vil I: Managing Human Impact | , People and their Needs, Human Populatio nd Feeding the World 21. Will the world's Zinc reserves run out? 22. How does the availability of food affect population? 23. How are diseases transmitted? 24. What happens when too many peopt crowded into a living space? 25. How is the energy in food measured 26. Which food contain more proteins the others? | Rom, Textbooks, Worksheets t a le are | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of their work |
| 36 & 37 | Unit VIII: Managing Human Impact | Habitat Destruction, Toward a Sustainable Future, and Protecting the Environment 27. How does the environment affect an each population? 28. What is the impact of various alternative energy sources on the environment? 29. How is paper recycled? 30. How can you design a model city? 31. How do you communicate your condyour elected government officials? 32. How do you decide which community ow lands Should be developed and which should be left as open space? | cernsto wned | Section review questions Chapter review questions Written quizzes, monthly tests, lab reports, and maintaining a portfolio of theirwork |

Course Title: Earth Space Science

33510

Earth science is the study of the properties of earth and the planet stars and galaxies that make up our universe. Students will make careful observations of the earth an(the universe and conduct experiments to help explain these observations. Branches of earth science include Geology (the study of Earth's land surface, including its rocks and minerals, volcanoes, earthquakes, and history). Oceanography (the study of the earth's oceans). Meteorology (the study of the earth's atmosphere, including climate and weather forecasting. Astronomy (the study of space, the planets, stars and galaxies in our universe). The topics include aboratory experiments and demonstrations.

| Week | Essential Content | Sub Topics |
|-----------------------------|---------------------------|--|
| 38 & 39 U | Init VIII: | |
| Energy Res Alternative I | sources | Organic fuels, Nuclear Energy,and Solar and 32. How long will the supply of oil continue to meet the demands? 33. What is the effect of coal mining on the 34. What problems are encountered when storing nuclear waste? 35. How can you model the reactions that occur in a nuclear reactor? 36. Which materials store solar energy best? 37. How does the design of a windmill affect its ability to harness wind? |
| 40 | UnitVIII: EnergyResources | |

MATHEMATICS DEPARTMENT

Course Title: Algebra I

43310

Essential Outcome:

In Algebra I, students are taught the basic concepts of sign numbers, solve equations, perform operations with polynomials, simplify es.-pressions, utilizeproperties of exponents, perform operations 'With radicals, factor and apply practical applications using equations. Students are also introduced to quadratics and coordinate geometry. The instructional program for Algebra I adheres to the State Goals for Learning and the Chicago Academic Standards. Concepts learned in this course are applied to situations that are of relevance to the students.

| Week | <u>Essential Content</u> | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|-------|--|--|---|---------------------|
| 1 & 2 | Students will review number theory and be introduced to the graphing calculator. | Diagnostic Testing Calculator Ativities Guess and Check | Textbook Supplemental Resources Graphing Calculator Tests | Diagnostic Test |
| 3 & 4 | Students will learn about expressions and variables, stem and leaf plots, and properties of numbers. | Construct Step-by-Step Directions Bell ringers Vocabulary Logs Create Sequences and Patterns | Charts Textbook Paper | Quiz Unit Test |
| 5 & 6 | Students will study integers and number lines and learn how to add and subtract rational numbers. | Graph on a Number Line. Display Data on a Line Plot Five (5) Minute Quiz | Chart paper Markers Manipulative Chips Number Line Overhead Graphing Calculator | |

Text Problems Using Line Plots

| 7 & 8 | Students will learn how to multiply and divide rational numbers and to solve square Candy/Prizes roots. | Solve Word Problems Review Mid Unit Exercises Vocabulary Logs Solve Square Root Problems | Textbook Graphing Calculator Copy of Square RootTable Overhead | Quiz Test Word Problem Worksheet Oral Vocabulary Quiz |
|--------|---|---|---|---|
| 9 & 10 | Students will learn how to solve one and multi-step equations and begin work on the unit project. | Construct Equation Models Discuss Similarities and Contrasts of Steps Arrange Equation Mats and Algebra Tiles | Algebra Tiles Equation Mats Worksheets Equation Models | One-Step and Multi-Step Equation Quiz Teacher Observation In class assignment Homework. |

MATHEMATICS DEPARTMENT

Course Title: Algebra I

43310

Essential Outcome:

InAlgebra I, students are taught the basic concepts of sign numbers, solve equations, perform operations with polynomials, simplify expressions, utilizeproperties of \Leftrightarrow I.) onents, perform operations with radicals, factor and apply practical applications using equations. Students are also introduced to quadratics and coordinate geometry. The instructional program for Algebra I adheres to the State Goals for Learning and the Chicago Academic Standards. Concepts learned in this course are applied to situations that are of relevance to the students.

| j Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|---------|---|--|--|---|
| 11 & 12 | Students will perform basic geometric applications, solve equations with variables on both sides and solve literal equations. | Hands on Activities Construct Paper Triangles Complete Worksheets | Paper Protractor Worksheets Algebra Tiles Overhead Projector | In-class assignment, Quiz Discussion Homework Assignments |
| 13 & 14 | Students will learn about central tendency and proportions. | Discuss Averages Vocabulary Logs Five (5) Minute Quiz Guided Practice Compare and Contrast Similar Figures | Graphing Calculators Textbook, Graph Paper, Pencils Ruler Teacher Resource | Worksheet Teacher Observation Class Assignments Homework Group assignment |
| 15 & 16 | Students will learn about percents, probability, averages, and variation. | Discuss Concepts Vocabulary Logs Construct Dice Table Comp!ete Worksheets | Coins | Text problems Worksheet Assess Dice Table |
| 17 & 18 | Students will present the projects and learn about the coordinate plane and slope. | Play Tic-Tac-Toe Using Coordinates | Video Camera, Camera | Graphing Calculators Textbook Graph Paper Pencils Ruler |
| 19 & 20 | Students will learn about the slope intercept U Formulas to Calculate Data form, point-slope for standard form, | | Graph paper | Teacher Resource |

MATHEMATICS DEPARTMENT

Course Title: Algebra I

43310

Essential Outcome:

In Algebra I, students are taught the basic concepts of sign numbers, solve equations, perform operations with polynomials, simplify expressions, utilizeproperties of exponents, perform operations \<\11th radicals, factor and apply practical applications using equations. Students are also introduced to quadratics and coordinate geometry. The instructional program for Algebra I adheres to the State Goals for Learning and the Chicago Academic Standards. Concepts learned in this course are applied to situations that are of relevance to the students.

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|------|--|--|--|--|
| | Students will learn how to solve and graph one·step, multi·step, and compound inequalities. | Graph Inequalities Vocabulary Logs Cooperative Exe_rcises with Algebra Tiles Class Discussion Review Homework Algebra Basketball Activity Review | Overhead Exam Graph Paper Vocabulary Review List Graphing Calculator Worksheets | Text Problems Class Participation Ora! Board Demonstration Quiz Evaluation of Inequality Worksheet |
| | Students will review Unit 7, continue graphing inequalities and learn how to solve systems of equations by graphing. | Teacher Demonstration Algebra Basketball Activity Vocabulary Log | Overhead Exam Graph Paper Vocabulary Review List Graphing Calculator Worksheets. | Student Demonstration Unit Assessment Evaluation of Worksheets |
| | tudents will learn how to solve systems of equations by using the substitution and linear combination methods. | Teacher Demonstration Brainteasers Five (5) Minute Quiz Solve Problems Use Map Procedure | Graphing Calculator Worksheets Overhead Graph Paper Color Pencils | Teacher Observation Quiz Demonstrations |
| | Students will !earn how to graph systems of inequalities, review Unit 8, and multiply and divide exponents. | Review Vocabulary Cooperative Work Review Unit Identify Rules of Exponents Calculator Activity | Tracing Paper Color Pencils Graphing Calculator Copies of Vocabulary Review Unit Assessment Worksheets | Class Participation Evaluate Worksheets Teacher Observation. |

29 & 30 Students will learn how to use scientific notation and to add, subtract, and multiply polynomials.

Brainstorming Vocabulary Exercises Cooperative Activities with Algebra Tiles

Worksheets Textbooks Overhead Algebra Tiles Algebra Blocks Mid"Unit Quiz Teacher Observation Class Participation

MATHEMATICS DEPARTMENT

Course Title: Algebra I

43310

Essential Outcome:

In Algebra I, students are taught the basic concepts of sign numbers, solve equations, perform operations with polynomials, simplify expressions, utilizeproperties of exponents, perform operations with radicals, factor and apply practical applications using equations. Students are also introduced to quadratics and coordinate geometry. The instructional program for Algebra I adheres to the State Goals for Learning and the Chicago Academic Standards. Concepts learned in this course are applied to situations that are of relevance to the students.

| Week | Essential Content | i Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|---------|---|---|---|---|
| 31 & 32 | Students will continue to multiply polynomials, review unit and learn about special products. | Demonstration with Algebra Tiles | Algebra Tiles Worksheets Vocabulary Review | Unit Assessment, Evaluation of Worksheets Teacher Observation Class Assignment |
| 33 & 34 | Students will learn how to solve and graph quadratic equations. | Cooperative Exercises Plot Points | Graphing Calculator Overhead Projector Chart Graph Paper Worksheets | Teacher Observation Evaluation of Worksheets Homework Quiz |
| 35 & 36 | Students will review unit and learn how to factor binomials and trinomials by grouping. | Vocabulary Log Cooperative Exercises with Algebra Tiles Class Discussion Review Homework Algebra Basketball Activity Review | Algebra Tiles Worksheets Textbook Overhead Projector | Unit assessment, Teacher observation 5 minute. auiz. Homework |
| 37 & 38 | Students wi!! learn how to factor trinomials, perfect square trinomials, and the difference of two squares. | Teacher Demonstration of FOIL Method Bell Ringer Cooperative Learning Exercises Solve Problems | Worksheets Overhead Projector Quizzes | Mldunit quiz, Homework. Teacher observation. Cooperative exercises |
| 39 & 40 | Students will learn how to solve equations by factoring, simplify radicals and review. | Algebra Bingo Solve Word Problems Describe Process of Problem Solving Review | Worksheet Copies of Algebra Bingo Overhead Projector Graphing Calculator | Pythagorean theorem quiz. Homework. Final exam. Unit assessment. |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|------|---|---|---|--|
| 3&4 | Introduction to Survey of Literature | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Mythology | Note Taking | Transparencies, Videos, CDs, | Various Rubrics, Discussions, |
| | Selections from African, Greek, Indian, | Projects | DVDs, Computers, Internet, Charts, | and/or Writing Assignments |
| | Viking, Asian, or Roman Mythology | Oral & Written Responses Reading Strategies | Graphs, and/or Maps | |
| | Conceptsrrerms | Presentations | | |
| | Literary Terms for Mythology (See POS) | Journal Writings | | |
| | Historical Background Olympian Gods | | | |
| | Writing | | | |
| | Writing Process | | | |
| | Comparison/Contrast | | | |
| | Paragraph/Essay | | | |
| | Grammar | | | |
| | Review Eight Parts of Speech | | | |
| | Sentence Structure | | | |
| | Simple Sentences | | | |
| | Compound Subjects and Verbs | | | |
| | SubjectNerb Agreement | | | |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|------|--|---|--|---|
| 5 | Introduction to Survey of Literature | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Mythology | Note Taking | Transparencies, Videos, CDs, | Various Rubrics, Discussions, |
| | Selections from African, Greek, Indian, | Projects | DVDs, Computers, Internet, Charts, | and/or Writing Assignments |
| | Viking, Asian, or Roman Mythology | Oral & Written Responses Reading Strategies | Graphs, and/or Maps | |
| | Concepts/Terms | Presentations | | |
| | Literary Terms for Mythology (See POS) Historical Background Olympian Gods | rary Terms for Mythology (See POS) Journal Writings | | |
| | Writing | | | |
| | Writing Process | | | |
| | Comparison/Contrast Paragraph/Essay | | | |
| | Faragraph/Essay | | | |
| | Grammar | | | |
| | Review Eight Parts of Speech | | | |
| | Sentence Structure | | | |
| | Simple Sentences | | | |
| | Compound Subjects and Verbs | | | |
| | SubjecWerb Agreement | | | |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | ·Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|-------|--|---|---|--|
| 6 & 7 | The Short Story | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | ConceptsfTerms See POS Plot Analysis Five Conflicts Characterization: Static/Dynamic Stereotyped/Round | Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Various Rubrics, Discussions, and/or Writing Assignments |
| | Writing Narrative Paragraph/Essay Creative Writing | | | |
| | Grammar Pronoun Usage Adjectives and Adverbs Verbal, Adjective, Adverb, and Prepositional Phrases. | | | |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|-------|----------------------------------|--|---|---|
| 8 & 9 | The Short Story | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Concepts/Terms | Note Taking | Transparencies, Videos, CDs, | Various Rubrics, Discussions, |
| | See POS | Projects | DVDs, Computers, Internet, Charts, | and/or Writing Assignments |
| | Plot Analysis | Oral & Written Responses | Graphs, and/or Maps | |
| | Five Conflicts | Reading Strategies | | |
| | Characterization: Static/Dynamic | Presentations | | |
| | Stereotyped/Round | Journal Writings | | |
| | Writing | | | |
| | Narrative Paragraph/Essay | | | |
| | Creative Writing | | | |
| | Grammar | | | |
| | Pronoun Usage | | | |
| | Adjectives and Adverbs | | | |
| | Verbal, Adjective, Adverb, and | | | |
| | Prepositional Phrases. | | | |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|---------|--|--|---|---|
| 10 | The Short Story | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Concepts/Terms | Note Taking | Transparencies, Videos, CDs, | Various Rubrics, Discussions, |
| | See POS | Projects | DVDs, Computers, Internet, Charts, | and/or Writing Assignments |
| | Plot Analysis | Ora! & Written Responses | Graphs, and/or Maps | |
| | Five Conflicts | Reading Strategies | | |
| | Characterization: Static/Dynamic | Presentations | | |
| | Stereotyped/Round | Journal Writings | | |
| | Writing | | | |
| | Narrative Paragraph/Essay | | | |
| | Creative Writing | | | |
| | Grammar | | | |
| | Pronoun Usage | | | |
| | Adjectives and Adverbs | | | |
| | Verbal, Adjective, Adverb, and | | | |
| | Prepositional Phrases. | | | |
| 11 & 12 | The Short Story Cont'd/Nonfiction | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Concepts!Terms | Note Taking | Transparencies, Videos, CDs, | Various Rubrics, Discussions, |
| | See POS | Projects | DVDs, Computers, Internet, Charts, | and/or Writing Assignments |
| | Point of View: First Person, Third Person, | Oral & Written Responses | Graphs, and/or Maps | |
| | Third Limited Mood, Theme, Table, | Reading Strategies | | |
| | Parable, Symbolism, Author's Purpose, | Presentations | | |
| | Textual Analysis, Tone, Fact vs. Opinion | Journal Writings | | |
| | Writing | | | |
| | Expository | | | |
| | Persuasive | | | |
| | Grammar | | | |
| | Run on sentences | | | |
| | Fragments | | | |
| | Sentence Combining | | | |

ENGLISH DEPARTMENT

Course Title: Survey of Literature 13110

| , Week | Essential Content | \LS | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|---------|---|---|---|--|--|
| 13 & 14 | The Short Story Cont'd/Nonfiction ConceptsfTerms See POS Point of View: First Person, Third Person, Third Limited Mood, Theme, Table, Parable, Symbolism, Author's Purpose, Textual Analysis, Tone, Fact vs. Opinion Writing Expository Persuasive Grammar Run- on- sentences Fragments | 1A3, 4, 7,9 101, 2 2A3, 5, 6, 7 282 3A1 381, 8, 9,10 | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |
| 15 | The Short Story Cont'd/Nonfiction ConceptsfTerms See POS Point of View: First Person, Third Person, Third Limited Mood, Theme, Table, ' Parable, Symbolism, Author's Purpose, Textual Analysis, Tone, Fact vs. Opinion Writing Expository Persuasive Grammar Run- on- sentences Fragments Sentence Combining | 1A3, 4, 7, 9 1D1, 2 2A3, 5, 6, 7 282 3A1 381, 8, 9, 10 | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Proiects, Various Rubrics, Discussions, and/or Writing Assignments |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|--------|--|---|---|--|
| 20 | The Novel | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Concepts!Terms See POS | Note Taking Projects Oral & Written Responses | Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Various Rubrics, Discussions, and/or Writing Assignments |
| | Writing Constructed responses to literature Personal narrative | Reading Strategies Presentations Journal Writings | , , , | |
| | Grammar Punctuation Capitalization Sentence Variety | | | |
| 21& 22 | Poetry | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Concepts/Terms | Note Taking Projects Oral & Written Responses | Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Various Rubrics, Discussions, and/or Writing Assignments |
| | Writing Review Research Project | Reading Strategies Presentations Journal Writings | | |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|---------|---------------------------|---|---|--|
| 23 & 24 | Poetry | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | Concepts/Terms | Note Taking Projects Oral & Written Responses | Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Various Rubrics, Discussions, and/or Writing Assignments |
| | Writing | Reading Strategies | Graphis, and/or maps | |
| | Review | Presentations | | |
| | Research Project | Journal Writings | | |
| 25 | Poetry | Related Readings | Tests, Handouts, Graphic | Tests, Quizzes, Reviews, |
| | Concepts/Terms See POS | Individual & Group Discussions Note Taking Projects | Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, | Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |
| | Writing | Oral & Written Responses | Graphs, and/or Maps | and or a strong a reenganies. |
| | Review | Reading Strategies | | |
| | Research Project | Presentations Journal Writings | | |
| | | | | |
| 26 & 27 | Drama Conceptsfferms | Related Readings Individual & Group Discussions | Tests, Handouts, Graphic Organizers, Notes, Overhead | Tests, Quizzes, Reviews, Reports, Notes, Projects, |
| | DramaticTerms. | Note Taking | Transparencies, Videos, CDs, | Various Rubrics, Discussions, |
| | See POS | Projects Oral & Written Responses | DVDs, Computers, Internet, Charts, Graphs, and/or Maps | and/or Writing Assignments |
| | Writing | Reading Strategies | | |
| | Review as Needed. | Presentations Journal Writings | | |
| | Grammar | odina Whango | | |
| | Unity and Coherence. | | | |
| | Review as Needed. | | | |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|---------|--|---|--|--|
| 28 & 29 | Drama Concepts/Terms Dramatic terms. See POS. Writing Review as Needed. Grammar: | Related Readings Individual & Group Discussions Note Taking Projects Ora! & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |
| | Unity and Coherence. Review as Needed. | | | |
| 30 | Drama Concepts!Terms Dramatic terms. See POS. Writing Review as needed. | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies PreSentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests. Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |
| 31 & 32 | Review and/or Project | Related Readings Individual & Group Discussions Note Taking Projects Ora! & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet. Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

13110

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|---------|-----------------------|---|--|--|
| 33 & 34 | Review and/or Project | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |
| 35 | Review and/or Project | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |
| 36 & 37 | Review and/or Project | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |
| 38 & 39 | Review and/or Project | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet, Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |

ENGLISH DEPARTMENT

Course Title: Survey of Literature

| Week | Essential Content | !LS | Student Activities/Instructional Strateges | Instructional Material Resources | Homework/Assessment |
|------|-----------------------|-----|---|--|--|
| 40 | Review and/or Project | | Related Readings Individual & Group Discussions Note Taking Projects Oral & Written Responses Reading Strategies Presentations Journal Writings | Tests, Handouts, Graphic Organizers, Notes, Overhead Transparencies, Videos, CDs, DVDs, Computers, Internet. Charts, Graphs, and/or Maps | Tests, Quizzes, Reviews, Reports, Notes, Projects, Various Rubrics, Discussions, and/or Writing Assignments |

SOCIAL SCIENCE DEPARTMENT

Course Title: World Studies

23110

After completing this course students wiil be able to form connections between diverse areas of the world using the themes of government, economics, history, geography, and political science by applying critical thinking skills; predicting cause-effect relationships; applying map reading skills; and using higher level thinking skills.

| Week | Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources ! | Homework/Assessment |
|--------|--|---|---|--|
| 1 & 2 | Geography and Early History of Western Europe | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRffV Videos | Written Questions Oral Response Quizzes/Tests Projects |
| 3 & 4 | Western Europe in Transition | Socratic Method Lecture/discussion Writing, Reading, Chapter Assessments Group Activities | Text Worksheets Photocopies VCRffV Videos | Written Questions Oral Response Quizzes/Tests Projects |
| 5 & 6 | Western Europe Today | Socratic Method Lecture/Discussion Writing, Reading, Chapter Aassessments Group Activities | Text Worksheets Photocopies VCRffV Videos | Written Questions Oral Response Ouizzes/Tests Projects |
| 7 & 8 | Russia and Western Europe (Geography and Heritage) | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRffV Videos | Written Questions Ora! Response Quizzes/Tests Projects |
| 9 & 10 | The Soviet Era | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRffV Videos | Written Questions Oral Response Quizzes/Tests Projects |

SOCIAL SCIENCE DEPARTMENT

Course Title: World Studies

23110

After completing this course students wiil be able to form connections between diverse areas of the world using the themes of government, economics, history, geography, and political science by applying critical thinking skills; predicting cause-effect relationships; applying map reading skills; and using higher level thinking skills.

| Week Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|--|--|---|--|
| 11 & 12 Russsia and Eastern Europe Today | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRITV Videos | Written Questions Oral Response Quizzesrrests Projects |
| 13 & 14 Latin America (Geography and Early History) | Socratic Method Lecture/discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRITV Videos | Written Questions Oral Response Quizzesrrests Projects |
| 15 & 16 Heritage of Latin America | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRITV Videos | Written Questions Oral Response Quizzesrrests Projects |
| 17 & 18 Latin America (Transition) | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities. | Text Worksheets Photocopies VCRITV Videos | Written Questions Oral Response Quizzesrrests Projects |
| 19 & 20 Latin America Today | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRITV Videos | Written Questions Oral Response buizzes!Tests Projects |

SOCIAL SCIENCE DEPARTMENT

Course Title: World Studies

23110

After completing this course students will be able to form connections between diverse areas of the world using the themes of government, economics, history, geography, and political science by applying critical thinking skills; predicting cause-effect relationships; applying map reading skills; and using higher level thinking skills.

| Week Essential Content | Student Activities/Instructional Strategies | Instructional Material Resources | Homework/Assessment |
|--|--|---|--|
| 21 & 22 Africa Geography and Early History | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCR/TV Videos | Written Questions Ora! Response Quizzes/Tests Projects |
| 23 & 24 Heritage of Arfrica | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCRfTV Videos | Written Questions Ora! Response Quizzes/Tests Projects |
| 25 & 26 African Transition | Socratic Method Lecture/Discussion Writing, Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCR/TV Videos | Written Questions Ora! Response Quizzes/Tests Projects |
| 27 & 28 African Society Today | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCR/TV Videos | Written Questions Oral Response Quizzes/Tests Projects |
| 29 & 30 The Middle East (Geography and Early History) | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCR/TV Videos | Written Questions Oral Response Quizzes/Tests Projects |

SOCIAL SCIENCE DEPARTMENT

Course Title: World Studies

23110

After completing this course students wiil be able to form connections between diverse areas of the world using the themes of government, economics, history, geography, and political science by applying critical thinking skills; predicting cause-effect relationships; applying map reading skills; and using higher level thinking skills.

| 31 & 32 | Heritage of the Middle East | | |
|---------|-----------------------------|---|---|
| 33 & 34 | Middle East in Transition | Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities | Text Worksheets Photocopies VCR!TV Videos |
| 35 & 36 | Middle East Today | Socratic Method Lecture/Discussion Writing, Reading, Chapter Assessments Group Activities | Text Worksheets Photocopies VCR!TV Videos |
| 37 & 38 | China Today | Socratic Method Lecture/Discussion Writing, Reading, Chapter Assessments Group Activities | Text Worksheets Photocopies VCR!TV Videos |
| 39 & 40 | Japan Today | Socratic Method Lecture/Discussion Writing, Reading, Chapter Assessments Group Activities | Text Worksheets Photocopies VCRITV Videos |

UCAN Tech 9th and 10th Grade English I and II Curriculum Map

| | Chille /M/h at | Combont / Antivitio | F | C | D |
|-------------------------|----------------------|---------------------|------------------|---------------------|-----------------------------------|
| | Skills (What | Content/Activitie | Formal . | Common Core | Resources |
| September | will the | s/Readings | assessment | Standards (How do | |
| et. | student be | (What will we | Options (How | these skills relate | |
| 1 st Quarter | able to do?) | use to help the | will we know if | to the Common | |
| | | student learn the | the skill has | Core?) | |
| | | skill?) | been | | |
| | | | mastered?) | | |
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | responses to | L.9-10.1 | Assessment to |
| Reading: | <u>Reading</u> | command of the | reading | L.9-10.2 | determine grade level |
| *Narration/ | <u>Literature</u> | conventions of | | L.9-10.3 | performance (at the |
| narrators | | standard English | Quizzes on | L.9-10.4 | beginning of the year / |
| | Reading | grammar and | comprehension | L.9-10.5 | semester) |
| *Genre and | <u>Informational</u> | usage when | | L.9-10.6 | |
| themes | | writing or | Compose short | | Teacher-selected |
| | Writing | speaking. | fictional | Reading | textbooks (i.e. |
| *Soliloquy, | | -Use parallel | narrative | R.L.9-10.1 | McDougal-Littell 9th |
| monologue, | Speaking & | structure. | | R.L.9-10.2 | Grade Text short |
| aside, tragedy, | Listening | - Use various | Unit exam | R.L.9-10.3 | stories: |
| & comedy | | types of | | R.L. 9-10.4 | "The Gift of the Magi" |
| | | phrases (noun, | Classroom | R.L.9-10.5 | "Romeo & Juliet" |
| *Diction, | | verb, adjectival, | discussion | R.L.9-10.6 | "Pyramus & Thisbe" |
| mood, and | | adverbial, | | R.L.9-10.7 | "A Christmas Memory" |
| tone | | participial, | Study guides | R.L.9-10.9 | etc. |
| | | prepositional, | , 0 | | And McDougal-Littell |
| *Plot and | | absolute) and | Choice of | R.I.9-10.1 | 10 th Grade Text short |
| setting | | -Clauses | projects | R.I.9-10.2 | stories (see stories at: |
| | | (independent, | | R.I.9-10.3 | http://www.classzone.c |
| *Figurative & | | dependent; | Paraphrasing | R.I.9-10.4 | om/cz/books/ml lit gr |
| Literal | | noun, relative, | selections of | R.I.9-10.6 | 10/book home.htm;jse |
| interpretations | | adverbial) to | text | R.I.9-10.7 | ssionid=T6JcTNTpR1Hj1 |
| ' | | convey specific | | | vncw1XSGdKJcv7qsdJ2z |
| *Ironies | | meanings and | Online lesson | Writing | GXgCXMRqdnmvSKWB |
| | | add variety and | completion | W.9-10.1 | WpR!356874463?state |
| *Characterizati | | interest to | | W.9-10.2 | =il , McGraw-Hill |
| on | | writing or | Worksheets (i.e. | W.9-10.3 | Vocabulary Workshop |
| | | presentations. | teacher made, | W.9-10.4 | etc.) |
| *Connotative | | | crossword | W.9-10.5 | |
| vs. Denotative | | *Apply | puzzles, | W.9-10.6 | Interest Inventory (to |
| meanings | | knowledge of | matching, word | W.9-10.7 | gather what students |
| | | language to | searches etc.) | W.9-10.8 | are interested in |
| *Symbolism, | | understand how | Jean entes etc., | W.9-10.9 | reading about) |
| metaphor, | | language | Weekly quizzes | W.9-10.10 | reading about |
| simile, | | functions in | / Tests | 10.10 | Age-Appropriate with |
| hyperbole, | | different | , 10303 | Speaking & | high interest novels (at |
| personification | | | Daily sentence | - | teacher's digression |
| personnication | | contexts, to | Daily Sentence | Listening | teather s digression |

| | make effective | corrections | SL.9-10.1 | based on population |
|------------------|--------------------|-----------------|------------------------|-------------------------------|
| *Voice | choices for | Corrections | SL.9-10.1 | and interest of |
| Voice | | Cornell Note- | SL.9-10.2 SL.9-10.3 | |
| *Foreshadowin | meaning or style, | | SL.9-10.4 | students) |
| *Foreshadowin | and to | Taking | | Do other constant |
| g, flashback, & | comprehend | 50V.T: | SL.9-10.5 | Poetry examples: |
| suspense | more fully when | ESY Testing | SL.9-10.6 | Various Shakespeare |
| | reading or | | | Sonnets |
| *Conflicts | listening. | KTEA II Testing | | Various John Donne |
| | - Write and | | | Sonnets |
| *Imagery | edit work so that | Aims Web | | Various Edgar Allen Poe |
| | it conforms to | Testing | | poems |
| *Dialogue | the guidelines in | | | |
| | a style manual | | | Study Guides |
| Writing: | (e.g., MLA | | | |
| *Inclusion of | Handbook) | | | Various Graphic |
| previous | appropriate for | | | Organizers (i.e. Venn |
| content in | the discipline and | | | Diagrams, KWL Charts, |
| personal | writing type. | | | 3-2-1 / Exit Slips etc.) |
| narrative | - Vocabulary | | | , , , |
| compositions | Acquisition and | | | Power Points (various |
| | Use | | | topics) |
| *Complete | 330 | | | (5) |
| sentences | *Determine or | | | Cornell Note-Taking |
| Sentences | clarify the | | | Cornell Note Tuking |
| *Clear topics | meaning of | | | Video Clips (that |
| and paragraph | unknown and | | | correlate with material |
| transitions | multiple- | | | in class) |
| transitions | • | | | III Class) |
| *1100 04 | meaning words | | | Tools an acific |
| *Use of standard | and phrases | | | Task-specific Worksheets for |
| | based on grades | | | |
| English | 9–10 reading and | | | grammar |
| t= 6: | content, | | | |
| *Drafting and | choosing flexibly | | | Crossword puzzle |
| editing | from a range of | | | generator |
| | strategies. | | | |
| | - Use as a clue | | | Task-specific Rubrics |
| | to the meaning | | | (i.e. writing |
| | of a word or | | | assignments, research |
| | phrase. | | | papers, oral |
| | -Identify and | | | presentations, group |
| | correctly use | | | projects and teamwork |
| | patterns of word | | | etc.) <u>www.rubistar.com</u> |
| | changes that | | | |
| | indicate different | | | SMART Notebook 11: |
| | meanings or | | | SMART Exchange |
| | parts of speech. | | | |
| | -Consult | | | |
| | general and | | | |
| | 1 0 | | J | |

| | specialized | | | |
|--|---------------------|---|---|---|
| | reference | | | |
| | materials (e.g., | | | |
| | dictionaries, | | | |
| | glossaries, | | | |
| | thesauruses), | | | |
| | | | | |
| | both print and | | | |
| | digital, to find | | | |
| | the | | | |
| | pronunciation of | | | |
| | a word or | | | |
| | determine or | | | |
| | clarify its precise | | | |
| | meaning, its part | | | |
| | of speech, or its | | | |
| | etymology. | | | |
| | -Verify the | | | |
| | preliminary | | | |
| | determination of | | | |
| | the meaning of a | | | |
| | word or phrase | | | |
| | | | | |
| | <u>R.L.</u> | | | |
| | *Comparing/cont | | | |
| | rasting narratives | | | |
| | | | | |
| | *Evaluate terms | | | |
| | specific to | | | |
| | narratives and | | | |
| | plays, such as | | | |
| | tragedy, tragic | | | |
| | hero, comic | | | |
| | relief, allusion, | | | |
| | foil, soliloquy, | | | |
| | aside, pun, blank | | | |
| | verse, iambic | | | |
| | pentameter, | | | |
| | among others. | | | |
| | 0 : | | | |
| | *Interpret and | | | |
| | analyze | | | |
| | narratives and | | | |
| | plays | | | |
| | F 10 | | | |
| | *Summarize | | | |
| | main ideas in | | | |
| | stories | | | |
| | 3.01103 | | | |
| | | 1 | İ | 1 |

| *Explain | | |
|--------------------|---|--|
| significance of | | |
| ideas in | | |
| narratives and | | |
| plays | | |
| plays | | |
| ** ** | | |
| *Define words | | |
| and roots | | |
| | | |
| *Use words both | | |
| literally and | | |
| figuratively | | |
| | | |
| *Interpret words | | |
| in the context | | |
| they are used | | |
| incy are asea | | |
| *Determine | | |
| | | |
| meaning by | | |
| origin | | |
| | | |
| R.I. | | |
| *Reading text | | |
| | | |
| *Making | | |
| predictions, | | |
| assumptions, and | | |
| inferences about | | |
| the characters | | |
| and the plot | | |
| | | |
| *Analyzing the | | |
| text for author's | | |
| | | |
| purpose, style, | | |
| and voice | | |
| *Defining literan | | |
| *Defining literary | | |
| terms | | |
| | | |
| *Connecting with | | |
| reading through | | |
| shared personal | | |
| experiences and | | |
| current events | | |
| | | |
| <u>W.</u> | | |
| *Drafting & | | |
| writing personal | | |
| | L | |

| narratives | | |
|------------------------|---|--|
| | | |
| *Identify and | | |
| correct run-on | | |
| sentences | | |
| | | |
| *Identify and | | |
| correct sentence | | |
| fragment | | |
| nagment | | |
| *Demonstrate | | |
| | | |
| proper use of | | |
| standard English | | |
| when writing | | |
| | | |
| *Demonstrate an | | |
| ability to | | |
| compose | | |
| correctly formed | | |
| sentences. | | |
| | | |
| *Demonstrate | | |
| proper paragraph | | |
| and composition | | |
| development. | | |
| | | |
| | | |
| <u>S.L.</u> | | |
| *Initiate and | | |
| participate | | |
| effectively in a | | |
| | | |
| range of collaborative | | |
| | | |
| discussions (one- | | |
| on-one, groups, | | |
| teacher-led) with | | |
| diverse partners | | |
| on grades 9–10 | | |
| topics, texts, and | | |
| issues, building | | |
| on others' ideas | | |
| & expressing | | |
| their own clearly | | |
| & persuasively. | | |
| · | | |
| *Evaluate a | | |
| speaker's point | | |
| of view, | | |
| J. 1.511, | J | |

| reasoning, use of evidence and | |
|--------------------------------|--|
| rhetoric, identify | |
| any fallacious | |
| reasoning or | |
| exaggerated or | |
| distorted | |
| evidence. | |

| | Skills (What | Content/Activities | Formal | Common Core | Resources |
|-------------------------|----------------------|---------------------|------------------|------------------------|----------------------|
| October | will the | /Readings (What | assessment | Standards (How do | |
| . ct _ | student be | will we use to | Options (How | these skills relate to | |
| 1 st Quarter | able to do?) | help the student | will we know if | the Common Core?) | |
| | | learn the skill?) | the skill has | | |
| | | | been | | |
| | | | mastered?) | | |
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | responses to | L.9-10.1 | Assessment to |
| Reading: | Reading | command of the | reading | L.9-10.2 | determine grade |
| *Narration/ | <u>Literature</u> | conventions of | | L.9-10.3 | level performance |
| narrators | | standard English | Quizzes on | L.9-10.4 | (at the beginning of |
| | Reading | grammar and | comprehension | L.9-10.5 | the year / semester) |
| *Genre and | <u>Informational</u> | usage when | | L.9-10.6 | |
| themes | | writing or | Compose short | | Teacher-selected |
| | Writing | speaking. | fictional | Reading | textbooks (i.e. |
| *Soliloquy, | | -Use parallel | narrative | R.L.9-10.1 | McDougal-Littell 9th |
| monologue, | Speaking & | structure. | | R.L.9-10.2 | Grade Text short |
| aside, tragedy, & | Listening | - Use various | Unit exam | R.L.9-10.3 | stories: |
| comedy | | types of phrases | | R.L. 9-10.4 | "The Gift of the |
| | | (noun, verb, | Classroom | R.L.9-10.5 | Magi" |
| *Diction, mood, | | adjectival, | discussion | R.L.9-10.6 | "Romeo & Juliet" |
| and tone | | adverbial, | | R.L.9-10.7 | "Pyramus & Thisbe" |
| | | participial, | Study guides | R.L.9-10.9 | "A Christmas |
| *Plot and setting | | prepositional, | | | Memory" etc. |
| | | absolute) and | Choice of | R.I.9-10.1 | And McDougal- |
| *Figurative & | | -Clauses | projects | R.I.9-10.2 | Littell 10th Grade |
| Literal | | (independent, | | R.I.9-10.3 | Text short stories |
| interpretations | | dependent; noun, | Paraphrasing | R.I.9-10.4 | (see stories at: |
| | | relative, | selections of | R.I.9-10.6 | http://www.classzo |
| *Ironies | | adverbial) to | text | R.I.9-10.7 | ne.com/cz/books/ml |
| | | convey specific | | | lit gr10/book hom |
| *Characterization | | meanings and add | Online lesson | Writing | e.htm;jsessionid=T6J |
| | | variety and | completion | W.9-10.1 | cTNTpR1Hj1vncw1X |
| *Connotative vs. | | interest to writing | | W.9-10.2 | SGdKJcv7qsdJ2zGXg |
| Denotative | | or presentations. | Worksheets (i.e. | W.9-10.3 | CXMRqdnmvSKWB |
| meanings | | | teacher made, | W.9-10.4 | WpR!356874463?st |
| | | *Apply knowledge | Crossword | W.9-10.5 | ate=il, McGraw-Hill |

| *Symbolism, | of language to | puzzles, | W.9-10.6 | Vocabulary |
|-------------------|---------------------|-----------------|----------------------|-----------------------|
| metaphor, simile, | understand how | matching, word | W.9-10.7 | Workshop etc.) |
| hyperbole, | language | searches etc.) | W.9-10.8 | |
| personification | functions in | · | W.9-10.9 | Interest Inventory |
| | different contexts, | Weekly quizzes | W.9-10.10 | (to gather what |
| *Voice | to make effective | / Tests | | students are |
| | choices for | | Speaking & Listening | interested in reading |
| *Foreshadowing, | meaning or style, | Daily sentence | SL.9-10.1 | about) |
| flashback, & | and to | corrections | SL.9-10.2 | |
| suspense | comprehend more | | SL.9-10.3 | Age-Appropriate |
| | fully when reading | Cornell Note- | SL.9-10.4 | with high interest |
| *Conflicts | or listening. | Taking | SL.9-10.5 | novels (at teacher's |
| | - Write and edit | | SL.9-10.6 | digression based on |
| *Imagery | work so that it | ESY Testing | | population and |
| | conforms to the | | | interest of students) |
| *Dialogue | guidelines in a | KTEA II Testing | | |
| | style manual (e.g., | | | Poetry examples: |
| Writing: | MLA Handbook) | Aims Web | | Various Shakespeare |
| *Inclusion of | appropriate for | Testing | | Sonnets |
| previous content | the discipline and | | | Various John Donne |
| in personal | writing type. | | | Sonnets |
| narrative | - Vocabulary | | | Various Edgar Allen |
| compositions | Acquisition and | | | Poe poems |
| | Use | | | |
| *Complete | | | | Study Guides |
| sentences | *Determine or | | | |
| | clarify the | | | Various Graphic |
| *Clear topics and | meaning of | | | Organizers (i.e. Venn |
| paragraph | unknown and | | | Diagrams, KWL |
| transitions | multiple-meaning | | | Charts, 3-2-1 / Exit |
| | words and | | | Slips etc.) |
| *Use of standard | phrases based on | | | |
| English | grades 9–10 | | | Power Points |
| | reading and | | | (various topics) |
| *Drafting and | content, choosing | | | |
| editing | flexibly from a | | | Cornell Note-Taking |
| | range of | | | |
| | strategies. | | | Video Clips (that |
| | - Use as a clue | | | correlate with |
| | to the meaning of | | | material in class) |
| | a word or phrase. | | | |
| | -Identify and | | | Task-specific |
| | correctly use | | | Worksheets for |
| | patterns of word | | | grammar |
| | changes that | | | |
| | indicate different | | | Crossword puzzle |
| | meanings or parts | | | generator |
| | of speech. | | | |

-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. -Verify the preliminary determination of the meaning of a word or phrase R.L. *Comparing/contr asting narratives *Evaluate terms specific to narratives and plays, such as tragedy, tragic hero, comic relief, allusion, foil, soliloquy, aside, pun, blank verse, iambic pentameter, among others. *Interpret and analyze narratives and plays *Summarize main ideas in stories

*Explain

Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com

SMART Notebook 11: SMART Exchange

| significance of | |
|---------------------|--|
| ideas in narratives | |
| and plays | |
| and plays | |
| *5.5. | |
| *Define words | |
| and roots | |
| | |
| *Use words both | |
| literally and | |
| figuratively | |
| gav.a.a.r | |
| *Interpret words | |
| | |
| in the context | |
| they are used | |
| | |
| *Determine | |
| meaning by origin | |
| | |
| <u>R.I.</u> | |
| *Reading text | |
| reduing text | |
| ********* | |
| *Making | |
| predictions, | |
| assumptions, and | |
| inferences about | |
| the characters and | |
| the plot | |
| | |
| *Analyzing the | |
| text for author's | |
| | |
| purpose, style, | |
| and voice | |
| | |
| *Defining literary | |
| terms | |
| | |
| *Connecting with | |
| reading through | |
| | |
| shared personal | |
| experiences and | |
| current events | |
| | |
| <u>W.</u> | |
| *Drafting & | |
| writing personal | |
| narratives | |
| | |
| *Identify and | |
| *Identify and | |

| correct run-on |
|----------------------------|
| sentences |
| |
| *Identify and |
| correct sentence |
| |
| fragment |
| *Damanatusts |
| *Demonstrate |
| proper use of |
| standard English |
| when writing |
| *Danie maturate au |
| *Demonstrate an |
| ability to compose |
| correctly formed |
| sentences. |
| |
| *Demonstrate |
| proper paragraph |
| and composition |
| development. |
| |
| |
| <u>S.L.</u> |
| *Initiate and |
| participate |
| effectively in a |
| range of |
| collaborative |
| |
| discussions (one- |
| on-one, groups, |
| teacher-led) with |
| diverse partners |
| on grades 9–10 |
| topics, texts, and |
| issues, building on |
| others' ideas & |
| expressing their |
| own clearly & |
| persuasively. |
| |
| *Evaluate a |
| speaker's point of |
| view, reasoning, |
| use of evidence |
| and rhetoric, |
| |
| identify any fallacious |
| fallacious |

| reasoning or | | |
|----------------|--|--|
| exaggerated or | | |
| distorted | | |
| evidence. | | |

| November 2 nd Quarter | Skills (What will the student be able to do?) | Content/Activi ties/Readings (What will we use to help the student learn | Formal assessment Options (How will we know if the skill has | Common Core Standards (How do these skills | Resources |
|-----------------------------------|---|--|--|--|-----------------------|
| | | the skill?) | been | relate to | |
| | | tile skiii: j | mastered?) | the | |
| | | | mastereary | Common Core?) | |
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | responses to | L.9-10.1 | Assessment to |
| Reading: | <u>Reading</u> | command of | reading | L.9-10.2 | determine grade |
| *Reading text | <u>Literature</u> | the | | L.9-10.3 | level performance |
| | | conventions of | Quizzes on | L.9-10.4 | (at the beginning of |
| *Making | Reading | standard | comprehension | L.9-10.5 | the year / semester) |
| predictions, | <u>Informational</u> | English | | L.9-10.6 | |
| assumptions, | | grammar and | Compose short | | Teacher-selected |
| and inferences | Writing | usage when | fictional | Reading | textbooks (i.e. |
| about the | | writing or | narrative | R.L.9-10.1 | McDougal-Littell 9th |
| characters and | Speaking & | speaking. | | R.L.9-10.2 | and 10th Grade |
| the plot | Listening | -Use parallel | Unit exam | R.L.9-10.3 | short stories: |
| | | structure. | | R.L. 9-10.4 | http://www.classzo |
| *Analyzing the | | - Use various | Classroom | R.L.9-10.5 | ne.com/cz/books/m |
| text for | | types of | discussion | R.L.9-10.6 | l_lit_gr10/book_ho |
| author's | | phrases (noun, | | R.L.9-10.7 | me.htm;jsessionid=T |
| purpose, style, | | verb, | Study guides | R.L.9-10.9 | 6JcTNTpR1Hj1vncw |
| and voice | | adjectival, | | R.L.9-10.10 | 1XSGdKJcv7qsdJ2zG |
| | | adverbial, | Choice of | | <u>XgCXMRqdnmvSKW</u> |
| *Defining | | participial, | projects | R.I.9-10.1 | BWpR!356874463?s |
| literary terms | | prepositional, | | R.I.9-10.2 | tate=il, McGraw-Hill |
| | | absolute) and | Paraphrasing | R.I.9-10.3 | series, Vocabulary |
| *Connecting | | -Clauses | selections of | R.I.9-10.4 | Workshop etc.) |
| with reading | | (independent, | text | R.I.9-10.5 | |
| through shared | | dependent; | | R.I.9-10.7 | Suggested Reading: |
| personal | | noun, relative, | Online lesson | R.I.9-10.9 | 9th Grade |
| experiences | | adverbial) to | completion | | Holocaust-related |
| and current | | convey specific | | Writing | material/resources |
| events | | meanings and | Worksheets | W.9-10.1 | "Night" by Elie |
| | | add variety and | (i.e. teacher | W.9-10.2 | Wiesel |
| *Using writing | | interest to | made, | W.9-10.3 | Show virtual tours |

| process | writing or | crossword | W.9-10.4 | of Auschwitz & |
|-------------------|-----------------|-----------------|------------|-----------------------|
| | presentations. | puzzles, | W.9-10.5 | Birkenau at |
| *Comparing/co | | matching, word | W.9-10.6 | www.remember.org |
| ntrasting ideas | *Apply | searches etc.) | W.9-10.7 | 10th Grade |
| | knowledge of | | W.9-10.8 | "Of Mice of Men" by |
| *Analyze | language to | Weekly quizzes | W.9-10.9 | John Steinbeck |
| concepts | understand | / Tests | W.9-10.10 | "Fallen Angels" |
| specific to | how language | | | "A Separate Peace" |
| narratives, such | functions in | Daily sentence | Speaking & | |
| as irony, | different | corrections | Listening | Interest Inventory |
| climax, point of | contexts, to | | SL.9-10.1 | (to gather what |
| view, and | make effective | Cornell Note- | SL.9-10.2 | students are |
| symbolism | choices for | Taking | SL.9-10.3 | interested in |
| | meaning or | | SL.9-10.4 | reading about) |
| *Interpret and | style, and to | ESY Testing | SL.9-10.5 | |
| analyze | comprehend | | SL.9-10.6 | Age-Appropriate |
| universal | more fully | KTEA II Testing | | with high interest |
| themes | when reading | | | novels (at teacher's |
| | or listening. | Aims Web | | digression based on |
| *Summarize | - Write and | Testing | | population and |
| main ideas in | edit work so | _ | | interest of students) |
| stories | that it | | | |
| | conforms to | | | Poetry examples: |
| *Explain | the guidelines | | | Various |
| significance of | in a style | | | Shakespeare |
| ideas in | manual (e.g., | | | Sonnets |
| narratives | MLA | | | Various John Donne |
| | Handbook) | | | Sonnets |
| *Draw on prior | appropriate for | | | Various Edgar Allen |
| experience and | the discipline | | | Poe poems |
| reading fiction | and writing | | | |
| to increase self- | type. | | | Study Guides |
| awareness | - Vocabulary | | | |
| | Acquisition and | | | Various Graphic |
| *Define words | Use | | | Organizers (i.e. |
| and roots | | | | Venn Diagrams, |
| | *Determine or | | | KWL Charts, 3-2-1 / |
| *Use words | clarify the | | | Exit Slips etc.) |
| both literally | meaning of | | | |
| and figuratively | unknown and | | | Power Points |
| | multiple- | | | (various topics) |
| *Interpret | meaning words | | | |
| words in the | and phrases | | | Cornell Note-Taking |
| context they | based on | | | |
| are used | grades 9–10 | | | Video Clips (that |
| | reading and | | | correlate with |
| *Infer meaning | content, | | | material in class) |
| by origin | choosing | | | |

| | flexibly from a | Task-specific |
|------------------------|--------------------------|------------------------|
| *Identify and | range of | Worksheets for |
| correct run-on | | |
| | strategies Use as a clue | grammar |
| sentences | to the meaning | Crossword puzzlo |
| *! d a m +: fr , a m d | | Crossword puzzle |
| *Identify and | of a word or | generator |
| correct | phrase. | Tool or office believe |
| sentence | -Identify and | Task-specific Rubrics |
| fragment | correctly use | (i.e. writing |
| | patterns of | assignments, |
| Writing: | word changes | research papers, |
| *Demonstrate | that indicate | oral presentations, |
| proper use of | different | group projects and |
| standard | meanings or | teamwork etc.) |
| English when | parts of | www.rubistar.com |
| writing | speech. | |
| *Demonstrate | -Consult | SMART Notebook |
| an ability to | general and | 11: SMART |
| compose | specialized | Exchange |
| correctly | reference | |
| formed | materials (e.g., | |
| sentences | dictionaries, | |
| | glossaries, | |
| *Demonstrate | thesauruses), | |
| proper | both print and | |
| paragraph and | digital, to find | |
| composition | the | |
| development | pronunciation | |
| development | of a word or | |
| Speaking and | determine or | |
| Listening: | clarify its | |
| *Engage an | precise | |
| audience | meaning, its | |
| addience |] | |
| *1 | part of speech, | |
| *Interpret and | or its | |
| deliver | etymology. | |
| information | -Verify the | |
| *5 !: | preliminary | |
| *Deliver | determination | |
| thoughtful, | of the meaning | |
| well-reasoned | of a word or | |
| presentations | phrase | |
| *Practice with | R.L. | |
| peers | *Comparing/co | |
| peers | ntrasting | |
| | narratives | |
| | liaitatives | |
| | | |

| | T | _ |
|------------------|---|---|
| *Evaluate | | |
| terms specific | | |
| to narratives | | |
| and plays, such | | |
| as tragedy, | | |
| tragic hero, | | |
| comic relief, | | |
| allusion, foil, | | |
| soliloquy, | | |
| | | |
| aside, pun, | | |
| blank verse, | | |
| iambic | | |
| pentameter, | | |
| among others. | | |
| | | |
| *Interpret and | | |
| analyze | | |
| narratives and | | |
| plays | | |
| | | |
| *Summarize | | |
| main ideas in | | |
| stories | | |
| | | |
| *Explain | | |
| significance of | | |
| ideas in | | |
| narratives and | | |
| plays | | |
| piays | | |
| *Define words | | |
| | | |
| and roots | | |
| *Llee words | | |
| *Use words | | |
| both literally | | |
| and figuratively | | |
| | | |
| *Interpret | | |
| words in the | | |
| context they | | |
| are used | | |
| | | |
| *Determine | | |
| meaning by | | |
| origin | | |
| | | |
| <u>R.I.</u> | | |
| *Reading text | | |
| ricading text |] | |

| | I |
|--|---|
| *Making predictions, assumptions, and inferences about the characters and the plot | |
| *Analyzing the text for author's purpose, style, and voice | |
| *Defining literary terms | |
| *Connecting with reading through shared personal experiences and current events | |
| W. *Drafting & writing personal narratives | |
| *Identify and correct run-on sentences | |
| *Identify and correct sentence fragment | |
| *Demonstrate proper use of standard English when writing | |
| *Demonstrate | |

| an ability to |
|------------------|
| compose |
| correctly |
| formed |
| sentences. |
| |
| *Demonstrate |
| |
| proper |
| paragraph and |
| composition |
| development. |
| |
| <u>S.L.</u> |
| *Initiate and |
| participate |
| effectively in a |
| range of |
| collaborative |
| discussions |
| (one-on-one, |
| groups, |
| teacher-led) |
| with diverse |
| |
| partners on |
| grades 9–10 |
| topics, texts, |
| and issues, |
| building on |
| others' ideas & |
| expressing |
| their own |
| clearly & |
| persuasively. |
| |
| *Evaluate a |
| speaker's point |
| of view, |
| reasoning, use |
| of evidence |
| and rhetoric, |
| identify any |
| |
| fallacious |
| reasoning or |
| exaggerated or |
| distorted |
| evidence. |

| | Skills (What will | Content/Activiti | Formal | Common Core | Resources |
|-------------------------|----------------------|--------------------|------------------|-----------------------|----------------------------------|
| December | the student be | es/Readings | assessment | Standards (How do | Resources |
| December | able to do?) | (What will we | Options (How | these skills relate | |
| 2 nd Quarter | | use to help the | will we know if | to the Common | |
| 2 Quarter | | student learn | the skill has | Core?) | |
| | | the skill?) | been | Core: | |
| | | the skiii: j | mastered?) | | |
| Content | Language | 1 | Written | Languago | Skill Level Pre-Test |
| Content | Language | L. *Demonstrate | | Language L.9-10.1 | Assessment to |
| Ponding | Poading Literature | command of the | responses to | L.9-10.1 L.9-10.2 | |
| Reading: | Reading Literature | | reading | | determine grade level |
| *Reading | D I' | conventions of | | L.9-10.3 | performance (at the |
| text | Reading | standard English | Quizzes on | L.9-10.4 | beginning of the year / |
| 4 | <u>Informational</u> | grammar and | comprehension | L.9-10.5 | semester) |
| *Making | | usage when | | L.9-10.6 | |
| predictions, | Writing | writing or | Compose short | | Teacher-selected |
| assumptions | | speaking. | fictional | Reading | textbooks (i.e. |
| , and | Speaking & | -Use parallel | narrative | R.L.9-10.1 | McDougal-Littell 9th |
| inferences | <u>Listening</u> | structure. | | R.L.9-10.2 | and 10th Grade short |
| about the | | - Use various | Unit exam | R.L.9-10.3 | stories: |
| characters | | types of | | R.L. 9-10.4 | http://www.classzone.c |
| and the plot | | phrases (noun, | Classroom | R.L.9-10.5 | om/cz/books/ml_lit_gr |
| | | verb, adjectival, | discussion | R.L.9-10.6 | 10/book_home.htm;jse |
| *Analyzing | | adverbial, | | R.L.9-10.7 | ssionid=T6JcTNTpR1Hj1 |
| the text for | | participial, | Study guides | R.L.9-10.9 | vncw1XSGdKJcv7qsdJ2z |
| author's | | prepositional, | | R.L.9-10.10 | <u>GXgCXMRqdnmvSKWB</u> |
| purpose, | | absolute) and | Choice of | | WpR!356874463?state |
| style, and | | -Clauses | projects | R.I.9-10.1 | <u>=il</u> , McGraw-Hill series, |
| voice | | (independent, | | R.I.9-10.2 | Vocabulary Workshop |
| | | dependent; | Paraphrasing | R.I.9-10.3 | etc.) |
| *Defining | | noun, relative, | selections of | R.I.9-10.4 | |
| literary | | adverbial) to | text | R.I.9-10.5 | Suggested Reading: |
| terms | | convey specific | | R.I.9-10.7 | 9th Grade |
| | | meanings and | Online lesson | R.I.9-10.9 | Holocaust-related |
| *Connecting | | add variety and | completion | | material/resources |
| with reading | | interest to | , , | Writing | "Night" by Elie Wiesel |
| through | | writing or | Worksheets (i.e. | W.9-10.1 | Show virtual tours of |
| shared | | presentations. | teacher made, | W.9-10.2 | Auschwitz & Birkenau |
| personal | | , | crossword | W.9-10.3 | at |
| experiences | | *Apply | puzzles, | W.9-10.4 | www.remember.org |
| and current | | knowledge of | matching, word | W.9-10.5 | 10th Grade |
| events | | language to | searches etc.) | W.9-10.6 | "Of Mice of Men" by |
| 3.5.163 | | understand how | 200.0.100 000.7 | W.9-10.7 | John Steinbeck |
| *Using | | language | Weekly quizzes | W.9-10.8 | "Fallen Angels" |
| writing | | functions in | / Tests | W.9-10.8 W.9-10.9 | "A Separate Peace" |
| process | | different | , 10303 | W.9-10.9 W.9-10.10 | A Separate Feate |
| process | | | Daily sentence | VV.3-TO.TO | Interest Inventory (to |
| | | contexts, to | Daily sentence |] | interest inventory (to |

| *Comparing | make effective | corrections | Speaking & | gather what students |
|----------------|---------------------------------------|-----------------|------------------------|--------------------------|
| /contrasting | choices for | Corrections | - | are interested in |
| | | Cornell Note- | Listening SL.9-10.1 | |
| ideas | meaning or | | | reading about) |
| ** | style, and to | Taking | SL.9-10.2 | A A |
| *Analyze | comprehend | · · | SL.9-10.3 | Age-Appropriate with |
| concepts | more fully when | ESY Testing | SL.9-10.4 | high interest novels (at |
| specific to | reading or | | SL.9-10.5 | teacher's digression |
| narratives, | listening. | KTEA II Testing | SL.9-10.6 | based on population |
| such as | - Write and edit | | | and interest of |
| irony, | work so that it | Aims Web | | students) |
| climax, point | conforms to the | Testing | | |
| of view, and | guidelines in a | | | Poetry examples: |
| symbolism | style manual | | | Various Shakespeare |
| | (e.g., MLA | | | Sonnets |
| *Interpret | Handbook) | | | Various John Donne |
| and analyze | appropriate for | | | Sonnets |
| universal | the discipline | | | Various Edgar Allen Poe |
| themes | and writing | | | poems |
| | type. | | | ' |
| *Summarize | - Vocabulary | | | Study Guides |
| main ideas | Acquisition and | | | |
| in stories | Use | | | Various Graphic |
| 5001103 | | | | Organizers (i.e. Venn |
| *Explain | *Determine or | | | Diagrams, KWL Charts, |
| significance | clarify the | | | 3-2-1 / Exit Slips etc.) |
| of ideas in | meaning of | | | 3-2-1 / Exit Slips etc.) |
| narratives | unknown and | | | Power Points (various |
| Harratives | multiple- | | | · · |
| *Draw on | · · · · · · · · · · · · · · · · · · · | | | topics) |
| *Draw on | meaning words | | | Carrell Nata Taking |
| prior | and phrases | | | Cornell Note-Taking |
| experience | based on grades | | | Mala a Clina (Ulan) |
| and reading | 9–10 reading | | | Video Clips (that |
| fiction to | and content, | | | correlate with material |
| increase | choosing flexibly | | | in class) |
| self- | from a range of | | | |
| awareness | strategies. | | | Task-specific |
| | - Use as a clue | | | Worksheets for |
| *Define | to the meaning | | | grammar |
| words and | of a word or | | | |
| roots | phrase. | | | Crossword puzzle |
| | -Identify and | | | generator |
| *Use words | correctly use | | | |
| both literally | patterns of | | | Task-specific Rubrics |
| and | word changes | | | (i.e. writing |
| figuratively | that indicate | | | assignments, research |
| | different | | | papers, oral |
| *Interpret | meanings or | | | presentations, group |
| words in the | parts of speech. | | | projects and teamwork |
| | [Far. 12 2. 2b 000 | <u> </u> | J | 1 -3 2 222222 |

| rubistar.com rebook 11: hange |
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| deliver information *Summarize main ideas in *Deliver thoughtful, well- reasoned presentation s narratives and plays *Summarize main ideas in *Explain stories *Explain significance of ideas in narratives and plays | |
|--|--|
| *Deliver thoughtful, well-reasoned significance of presentation s narratives and plays | |
| *Deliver thoughtful, well-reasoned significance of presentation s narratives and plays | |
| *Deliver thoughtful, well- reasoned presentation s narratives and plays | |
| thoughtful, well- reasoned significance of presentation s narratives and plays | |
| well- reasoned significance of ideas in narratives and plays | |
| reasoned significance of ideas in narratives and plays | |
| presentation ideas in narratives and plays | |
| narratives and plays | |
| plays | |
| | |
| 1 XD as attices | |
| *Practice | |
| with peers *Define words | |
| and roots | |
| | |
| *Use words | |
| both literally | |
| and figuratively | |
| | |
| *Interpret | |
| words in the | |
| context they are | |
| used | |
| | |
| *Determine | |
| meaning by | |
| origin | |
| l one | |
| R.I. | |
| *Reading text | |
| ineading text | |
| *Making | |
| predictions, | |
| | |
| assumptions, | |
| and inferences | |
| about the | |
| characters and | |
| the plot | |
| | |
| *Analyzing the | |
| text for author's | |
| purpose, style, | |
| and voice | |
| | |
| *Defining | |
| literary terms | |
| | |
| *Connecting | |
| with reading | |

| | |
|-------------------|------|
| through shared | |
| personal | |
| experiences and | |
| current events | |
| current events | |
| | |
| <u>W.</u> | |
| *Drafting & | |
| writing personal | |
| narratives | |
| | |
| *Identify and | |
| correct run-on | |
| sentences | |
| Sentences | |
| *14004:5: | |
| *Identify and | |
| correct | |
| sentence | |
| fragment | |
| | |
| *Demonstrate | |
| proper use of | |
| standard English | |
| | |
| when writing | |
| *Damasatusta | |
| *Demonstrate | |
| an ability to | |
| compose | |
| correctly | |
| formed | |
| sentences. | |
| | |
| *Demonstrate | |
| | |
| proper | |
| paragraph and | |
| composition | |
| development. | |
| | |
| | |
| S.L. | |
| *Initiate and | |
| participate | |
| effectively in a | |
| range of | |
| | |
| collaborative | |
| discussions | |
| (one-on-one, | |
| groups, teacher- | |
| led) with diverse | |
| | |

| partners on | |
|------------------|--|
| grades 9–10 | |
| topics, texts, | |
| and issues, | |
| building on | |
| others' ideas & | |
| expressing their | |
| own clearly & | |
| persuasively. | |
| | |
| *Evaluate a | |
| speaker's point | |
| of view, | |
| reasoning, use | |
| of evidence and | |
| rhetoric, | |
| identify any | |
| fallacious | |
| reasoning or | |
| exaggerated or | |
| distorted | |
| evidence. | |
| evidence. | |

| January 2 nd Quarter | Skills (What will the student be able to do?) | Content/Activitie s/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------------------|---|---|--|--|--------------------------|
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written responses | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | to reading | L.9-10.1 | Assessment to |
| Reading: | Reading | command of the | | L.9-10.2 | determine grade level |
| *Reading text | <u>Literature</u> | conventions of | Quizzes on | L.9-10.3 | performance (at the |
| | | standard English | comprehension | L.9-10.4 | beginning of the year / |
| *Making | Reading | grammar and | | L.9-10.5 | semester) |
| predictions, | <u>Informational</u> | usage when | Compose short | L.9-10.6 | |
| assumptions, | | writing or | fictional narrative | | Teacher-selected |
| and inferences | Writing | speaking. | | Reading | textbooks (i.e. |
| about the | | -Use parallel | Unit exam | R.L.9-10.1 | McDougal-Littell 9th and |
| characters and | Speaking & | structure. | | R.L.9-10.2 | 10th Grade short |
| the plot | Listening | - Use various | Classroom | R.L.9-10.3 | stories: |
| | | types of | discussion | R.L. 9-10.4 | http://www.classzone.c |

| *Analyzing the | phrases (noun, | | R.L.9-10.5 | om/cz/books/ml lit gr1 |
|-------------------------|---------------------------------|-----------------------|------------------------|---------------------------|
| text for | verb, adjectival, | Study guides | R.L.9-10.6 | 0/book home.htm;jsessi |
| author's | adverbial, | Julia y Sanaco | R.L.9-10.7 | onid=T6JcTNTpR1Hj1vnc |
| purpose, style, | participial, | Choice of projects | R.L.9-10.9 | w1XSGdKJcv7qsdJ2zGXg |
| and voice | prepositional, | Character of projects | R.L.9-10.10 | CXMRqdnmvSKWBWpR! |
| and roise | absolute) and | Paraphrasing | 111213 20120 | 356874463?state=il, |
| *Defining | -Clauses | selections of text | R.I.9-10.1 | McGraw-Hill series, |
| literary terms | (independent, | Selections of text | R.I.9-10.2 | Vocabulary Workshop |
| interary terms | dependent; | Online lesson | R.I.9-10.3 | etc.) |
| *Connecting | noun, relative, | completion | R.I.9-10.4 | (10.7) |
| with reading | adverbial) to | Completion | R.I.9-10.5 | Suggested Reading: |
| through shared | convey specific | Worksheets (i.e. | R.I.9-10.7 | 9th Grade |
| personal | meanings and | teacher made, | R.I.9-10.9 | Holocaust-related |
| experiences | add variety and | crossword puzzles, | 11.1.5 10.5 | material/resources |
| and current | interest to | matching, word | Writing | "Night" by Elie Wiesel |
| events | writing or | searches etc.) | W.9-10.1 | Show virtual tours of |
| events | presentations. | searches etc.) | W.9-10.1 W.9-10.2 | Auschwitz & Birkenau at |
| *Using writing | presentations. | Weekly quizzes / | W.9-10.2 W.9-10.3 | www.remember.org |
| process | *Apply | Tests | W.9-10.3 W.9-10.4 | 10th Grade |
| process | knowledge of | 16313 | W.9-10.4 W.9-10.5 | "Of Mice of Men" by |
| *Comparing/co | language to | Daily sentence | W.9-10.5 W.9-10.6 | John Steinbeck |
| ntrasting ideas | understand how | corrections | W.9-10.0 | "Fallen Angels" |
| itt astilig ideas | | Corrections | W.9-10.7 W.9-10.8 | "A Separate Peace" |
| *4 nalyzo | language functions in | Cornell Note Taking | W.9-10.8 W.9-10.9 | A Separate Peace |
| *Analyze | different | Cornell Note-Taking | W.9-10.9 W.9-10.10 | Interest Inventory (to |
| concepts specific to | | ESV Tosting | VV.9-10.10 | gather what students |
| l · | contexts, to make effective | ESY Testing | Chapleing 0 | |
| narratives, such | choices for | VTFA II Tosting | Speaking & | are interested in reading |
| as irony, | | KTEA II Testing | Listening | about) |
| climax, point of | meaning or style, and to | Aims Mob Tosting | SL.9-10.1 SL.9-10.2 | Aga Appropriate with |
| view, and | | Aims Web Testing | SL.9-10.2 SL.9-10.3 | Age-Appropriate with |
| symbolism | comprehend | | | high interest novels (at |
| *Into variet and | more fully when | | SL.9-10.4 | teacher's digression |
| *Interpret and | reading or | | SL.9-10.5 | based on population and |
| analyze | listening. | | SL.9-10.6 | interest of students) |
| universal | - Write and edit | | | Do otra companie o |
| themes | work so that it conforms to the | | | Poetry examples: |
| *6 | | | | Various Shakespeare |
| *Summarize | guidelines in a | | | Sonnets |
| main ideas in | style manual | | | Various John Donne |
| stories | (e.g., MLA | | | Sonnets |
| *5 | Handbook) | | | Various Edgar Allen Poe |
| *Explain | appropriate for | | | poems |
| significance of | the discipline and | | | Charles Calida |
| ideas in | writing type. | | | Study Guides |
| narratives | - Vocabulary | | | |
| *5 | Acquisition and | | | Various Graphic |
| *Draw on prior | Use | | | Organizers (i.e. Venn |
| experience and | | | J | Diagrams, KWL Charts, |

| reading fiction | *Determine or | 3-2-1 / Exit Slips etc.) |
|-------------------|---------------------|-------------------------------|
| to increase self- | | 3-2-1 / Exit Slips etc.) |
| | clarify the | Dower Points (various |
| awareness | meaning of | Power Points (various |
| *5.6. | unknown and | topics) |
| *Define words | multiple- | |
| and roots | meaning words | Cornell Note-Taking |
| | and phrases | |
| *Use words | based on grades | Video Clips (that |
| both literally | 9–10 reading and | correlate with material |
| and figuratively | content, | in class) |
| | choosing flexibly | |
| *Interpret | from a range of | Task-specific |
| words in the | strategies. | Worksheets for |
| context they | - Use as a clue to | grammar |
| are used | the meaning of a | |
| | word or phrase. | Crossword puzzle |
| *Infer meaning | -Identify and | generator |
| by origin | correctly use | |
| ' | patterns of word | Task-specific Rubrics (i.e. |
| *Identify and | changes that | writing assignments, |
| correct run-on | indicate different | research papers, oral |
| sentences | meanings or | presentations, group |
| sentences | parts of speech. | projects and teamwork |
| *Identify and | -Consult general | etc.) <u>www.rubistar.com</u> |
| correct | and specialized | etc.) www.rubistar.com |
| sentence | reference | SMART Notebook 11: |
| fragment | materials (e.g., | SMART Exchange |
| Hagillelit | dictionaries, | SWART Exchange |
| Writing: | glossaries, | |
| *Demonstrate | thesauruses), | |
| | • | |
| proper use of | both print and | |
| standard | digital, to find | |
| English when | the | |
| writing | pronunciation of | |
| 4.5 | a word or | |
| *Demonstrate | determine or | |
| an ability to | clarify its precise | |
| compose | meaning, its part | |
| correctly | of speech, or its | |
| formed | etymology. | |
| sentences | -Verify the | |
| | preliminary | |
| *Demonstrate | determination of | |
| proper | the meaning of a | |
| paragraph and | word or phrase | |
| composition | | |
| development | <u>R.L.</u> | |
| | *Comparing/cont | |
| L L | , ,, | |

| Speaking and | rasting narratives | |
|-------------------|--------------------|--|
| <u>Listening:</u> | | |
| *Engage an | *Evaluate terms | |
| audience | specific to | |
| | narratives and | |
| *Interpret and | plays, such as | |
| deliver | tragedy, tragic | |
| information | hero, comic | |
| | relief, allusion, | |
| *Deliver | foil, soliloquy, | |
| thoughtful, | aside, pun, blank | |
| well-reasoned | verse, iambic | |
| presentations | pentameter, | |
| | among others. | |
| *Practice with | | |
| peers | *Interpret and | |
| ' | analyze | |
| | narratives and | |
| | plays | |
| | | |
| | *Summarize | |
| | main ideas in | |
| | stories | |
| | Stories | |
| | *Explain | |
| | significance of | |
| | ideas in | |
| | narratives and | |
| | plays | |
| | piays | |
| | *Define words | |
| | and roots | |
| | and roots | |
| | *Use words both | |
| | literally and | |
| | figuratively | |
| | liguratively | |
| | *Interpret words | |
| | in the context | |
| | | |
| | they are used | |
| | *Determine | |
| | | |
| | meaning by | |
| | origin | |
| | | |
| | R.I. | |
| | *Reading text | |
| | | |

| *Making |
|--------------------|
| predictions, |
| assumptions, and |
| inferences about |
| the characters |
| and the plot |
| and the plot |
| *Analysias the |
| *Analyzing the |
| text for author's |
| purpose, style, |
| and voice |
| *5 (* |
| *Defining literary |
| terms |
| |
| *Connecting with |
| reading through |
| shared personal |
| experiences and |
| current events |
| |
| <u>W.</u> |
| *Drafting & |
| writing personal |
| narratives |
| |
| *Identify and |
| correct run-on |
| sentences |
| |
| *Identify and |
| correct sentence |
| fragment |
| |
| *Demonstrate |
| proper use of |
| |
| standard English |
| when writing |
| *Demonstrate on |
| *Demonstrate an |
| ability to |
| compose |
| correctly formed |
| sentences. |
| |
| *Demonstrate |
| proper paragraph |
| and composition |

| development. | | |
|--------------------|--|--|
| development. | | |
| C 1 | | |
| <u>S.L.</u> | | |
| *Initiate and | | |
| participate | | |
| effectively in a | | |
| range of | | |
| collaborative | | |
| discussions (one- | | |
| on-one, groups, | | |
| teacher-led) with | | |
| diverse partners | | |
| on grades 9–10 | | |
| topics, texts, and | | |
| issues, building | | |
| on others' ideas | | |
| & expressing | | |
| their own clearly | | |
| & persuasively. | | |
| | | |
| *Evaluate a | | |
| speaker's point | | |
| of view, | | |
| reasoning, use of | | |
| evidence and | | |
| rhetoric, identify | | |
| any fallacious | | |
| reasoning or | | |
| exaggerated or | | |
| distorted | | |
| evidence. | | |

| February 3 rd Quarter | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|-------------------------------------|---|--|--|--|----------------------|
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | responses to | L.9-10.1 | Assessment to |
| Reading: | Reading | command of the | reading | L.9-10.2 | determine grade |
| Narration/ | <u>Literature</u> | conventions of standard | | L.9-10.3 | level performance |

| narrators | | English grammar and | Quizzes on | L.9-10.4 | (at the beginning of |
|-------------------|---------------|----------------------------|------------------|-------------|-----------------------|
| | Reading | usage when writing or | comprehension | L.9-10.5 | the year / semester) |
| Aesthetic | Informational | speaking. | p | L.9-10.6 | |
| | | | Compose short | | Teacher-selected |
| Soliloquy, | Writing | *Apply knowledge of | fictional | Reading | textbooks (i.e. |
| monologue, | | language to understand | narrative | R.L.9-10.1 | McDougal-Littell 9th |
| aside, tragedy, & | Speaking & | how language functions | | R.L.9-10.2 | and 10th Grade |
| comedy | Listening | in different contexts, to | Unit exam | R.L.9-10.3 | short stories: |
| Jan. 20.7 | <u> </u> | make effective choices | o me onam | R.L.9-10.4 | http://www.classzo |
| Mood, setting, | | for meaning or style, | Classroom | R.L.9-10.5 | ne.com/cz/books/ml |
| and tone | | and to comprehend | discussion | R.L.9-10.6 | lit gr10/book hom |
| and tone | | more fully when reading | 41304331011 | R.L.9-10.7 | e.htm;jsessionid=T6J |
| Figurative & | | or listening. | Study guides | R.L.9-10.9 | cTNTpR1Hj1vncw1X |
| Literal | | or naterning. | Study Buides | 11.2.5 10.5 | SGdKJcv7qsdJ2zGXg |
| interpretations | | *Determine or clarify | Choice of | R.I.9-10.1 | CXMRqdnmvSKWB |
| interpretations | | the meaning of | projects | R.I.9-10.2 | WpR!356874463?st |
| Figurative | | unknown and multiple- | projects | R.I.9-10.3 | ate=il, McGraw-Hill |
| language | | meaning words and | Paraphrasing | R.I.9-10.4 | series, Vocabulary |
| laliguage | | phrases based on grades | selections of | R.I.9-10.5 | Workshop etc.) |
| Rhetorical | | 9–10 reading and | text | R.I.9-10.6 | Trontonop etc., |
| devices | | content, choosing | COAC | | Suggested Reading: |
| 0.01.000 | | flexibly from a range of | Online lesson | Writing | 9th Grade |
| Allusion | | strategies. | completion | W.9-10.1 | "To Kill A |
| 7 111 010 10 11 | | | oomprouer. | W.9-10.2 | Mockingbird" |
| Ironies | | R.L. | Worksheets (i.e. | W.9-10.3 | 10th Grade |
| | | *Comparing/contrasting | teacher made, | W.9-10.4 | Drama/ Shakespeare |
| Characterization | | narratives | crossword | W.9-10.5 | "Romeo & Juliet" |
| | | | puzzles, | W.9-10.6 | "Julius Caesar" |
| Connotative vs. | | *Evaluate terms specific | matching, word | W.9-10.7 | |
| Denotative | | to narratives and plays, | searches etc.) | W.9-10.8 | Interest Inventory |
| meanings | | such as tragedy, tragic | , | W.9-10.9 | (to gather what |
| | | hero, comic relief, | Weekly quizzes | W.9-10.10 | students are |
| Symbolism, | | allusion, foil, soliloguy, | / Tests | | interested in reading |
| metaphor, | | aside, pun, blank verse, | | Speaking & | about) |
| simile, | | iambic pentameter, | Daily sentence | Listening | , |
| hyperbole, | | among others. | corrections | SL.9-10.1 | Age-Appropriate |
| personification | | | | SL.9-10.2 | with high interest |
| - | | *Interpret and analyze | Cornell Note- | SL.9-10.3 | novels (at teacher's |
| Voice | | narratives and plays | Taking | SL.9-10.4 | digression based on |
| | | , , | | SL.9-10.5 | population and |
| Foreshadowing | | *Summarize main ideas | ESY Testing | SL.9-10.6 | interest of students) |
| and flashback | | in stories | | | <u> </u> |
| | | | KTEA II Testing | | Poetry examples: |
| Conflicts | | *Explain significance of | | | Various Shakespeare |
| | | ideas in narratives and | Aims Web | | Sonnets |
| Imagery | | plays | Testing | | Various John Donne |
| | | | | | Sonnets |
| Dialogue | | *Define words and roots | 1 | Î | Various Edgar Allen |

| Т | | |
|-----------------|----------------------------|-----------------------|
| Fig. th ata | *Lleee we heat! | Poe poems |
| Epithets | *Use words both | |
| Funk | literally and figuratively | Study Guides |
| Euphemisms | *1 | |
| | *Interpret words in the | Various Graphic |
| Perspective | context they are used | Organizers (i.e. Venn |
| | | Diagrams, KWL |
| Universal | *Determine meaning by | Charts, 3-2-1 / Exit |
| Themes | origin | Slips etc.) |
| Characteristics | R.I. | Power Points |
| of: | *Reading text | (various topics) |
| • Expository | | |
| essays | *Making predictions, | Cornell Note-Taking |
| Feature news | assumptions, and | |
| articles | inferences about the | Video Clips (that |
| • Editorial | characters and the plot | correlate with |
| • Persuasive | · | material in class) |
| essay | *Analyzing the text for | , l |
| Primary source | author's purpose, style, | Task-specific |
| documents | and voice | Worksheets for |
| Documentary | | grammar |
| <u> </u> | *Defining literary terms | |
| Expository | , , | Crossword puzzle |
| Elements: | *Connecting with | generator |
| • Thesis | reading through shared | |
| Supporting | personal experiences | Task-specific Rubrics |
| ideas | and current events | (i.e. writing |
| Supporting | | assignments, |
| statistical | <u>w.</u> | research papers, |
| information | *Drafting & writing | oral presentations, |
| Supporting | personal narratives | group projects and |
| expert's | | teamwork etc.) |
| opinion/quotati | *Identify and correct | www.rubistar.com |
| ons | run-on sentences | |
| Writer's tone | | SMART Notebook |
| | *Identify and correct | 11: SMART Exchange |
| Organizational | sentence fragment | |
| Patterns: | | |
| Argumentation | *Demonstrate proper | |
| /persuasion | use of standard English | |
| • Cause/effect | when writing | |
| • | | |
| Theory/evidence | *Demonstrate an ability | |
| • | to compose correctly | |
| Compare/contra | formed sentences. | |
| st | Tomos series ses. | |
| • Sequence | *Demonstrate proper | |
| Jequence | Demonstrate proper | |

| • | paragraph and | | |
|---------------------------------|------------------------|--|--|
| Problem/solutio | composition | | |
| n | development. | | |
| | | | |
| Reading | <u>SL:</u> | | |
| Comprehension | *Engage an audience | | |
| Strategies: | | | |
| • Identify | *Interpret and deliver | | |
| purpose | information | | |
| Preview Text | | | |
| Understand, | *Deliver thoughtful, | | |
| analyze, reflect | well-reasoned | | |
| • Identify thesis, | presentations | | |
| evidence, | presentations | | |
| structure, style, | *Practice with peers | | |
| organization | Tractice with peers | | |
| Summarize | | | |
| | | | |
| • Ask questions, | | | |
| visualize, make | | | |
| connections, | | | |
| predict, | | | |
| determine | | | |
| importance, | | | |
| infer, synthesize | | | |
| • Skim for | | | |
| pertinent | | | |
| information | | | |
| | | | |
| Writing: | | | |
| Inclusion of | | | |
| previous | | | |
| content in | | | |
| narrative | | | |
| compositions | | | |
| | | | |
| Complete | | | |
| sentences | | | |
| Schiches | | | |
| Clear topics and | | | |
| paragraph | | | |
| transitions | | | |
| นสาเรเนบกร | | | |
| llee of standard | | | |
| Use of standard | | | |
| English | | | |
| | | | |
| Drafting and | | | |
| editing | | | |
| | | | |

| Gerunds, participles,& | | | |
|------------------------|--|--|--|
| infinitives | | | |
| Phrases & | | | |
| Clauses | | | |
| | | | |
| Speaking & | | | |
| <u>Listening:</u> | | | |
| Dramatic | | | |
| reading from | | | |
| text | | | |

| March 3 rd Quarter | Skills (What will the student be able to do?) | Content/Activitie s/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|----------------------------------|---|--|---|--|----------------------|
| Contont | Languago | 1 | mastered?) Written | Languago | Skill Level Pre-Test |
| <u>Content</u> | <u>Language</u> | L. *Demonstrate | | Language L.9-10.1 | Assessment to |
| Dooding | Dooding | command of the | responses to | L.9-10.1 L.9-10.2 | |
| Reading: | Reading | command of the | reading | L.9-10.2 L.9-10.3 | determine grade |
| Narration/narrators | <u>Literature</u> | | O: | L.9-10.3 L.9-10.4 | level performance |
| A a athatia | Dooding | standard English | Quizzes on | | (at the beginning of |
| Aesthetic | Reading | grammar and | comprehension | L.9-10.5 | the year / semester) |
| California | <u>Informational</u> | usage when | C | L.9-10.6 | T |
| Soliloquy, monologue, | | writing or | Compose short | 5 II | Teacher-selected |
| aside, tragedy, & | Writing | speaking. | fictional | Reading | textbooks (i.e. |
| comedy | | 4 A B | narrative | R.L.9-10.1 | McDougal-Littell 9th |
| | Speaking & | *Apply | | R.L.9-10.2 | and 10th Grade |
| Mood, setting, and | Listening | knowledge of | Unit exam | R.L.9-10.3 | short stories: |
| tone | | language to | | R.L.9-10.4 | http://www.classzo |
| | | understand how | Classroom | R.L.9-10.5 | ne.com/cz/books/ml |
| Figurative & Literal | | language | discussion | R.L.9-10.6 | lit_gr10/book_hom |
| interpretations | | functions in | | R.L.9-10.7 | e.htm;jsessionid=T6J |
| | | different | Study guides | R.L.9-10.9 | cTNTpR1Hj1vncw1X |
| Figurative language | | contexts, to | | | SGdKJcv7qsdJ2zGXg |
| | | make effective | Choice of | R.I.9-10.1 | <u>CXMRqdnmvSKWB</u> |
| Rhetorical devices | | choices for | projects | R.I.9-10.2 | WpR!356874463?st |
| | | meaning or style, | | R.I.9-10.3 | ate=il, McGraw-Hill |
| Allusion | | and to | Paraphrasing | R.I.9-10.4 | series, Vocabulary |
| | | comprehend | selections of | R.I.9-10.5 | Workshop etc.) |
| Ironies | | more fully when | text | R.I.9-10.6 | |
| | | reading or | | | Suggested Reading: |

| Characterization | listening. | Online lesson | Writing | 9th Grade |
|------------------------|--------------------|-----------------|------------|-----------------------|
| Gharacterization | | completion | W.9-10.1 | "To Kill A |
| Connotative vs. | *Determine or | Completion | W.9-10.2 | Mockingbird" |
| Denotative meanings | clarify the | Worksheets | W.9-10.3 | 10th Grade |
| 2 chiotative meanings | meaning of | (i.e. teacher | W.9-10.4 | Drama/ Shakespeare |
| Symbolism, metaphor, | unknown and | made, | W.9-10.5 | "Romeo & Juliet" |
| simile, hyperbole, | multiple- | crossword | W.9-10.6 | "Julius Caesar" |
| personification | meaning words | puzzles, | W.9-10.7 | Julius Cacsal |
| personineation | and phrases | matching, word | W.9-10.8 | Interest Inventory |
| Voice | based on grades | searches etc.) | W.9-10.9 | (to gather what |
| Voice | 9–10 reading and | scarcines etc., | W.9-10.10 | students are |
| Foreshadowing and | content, | Weekly quizzes | VV.J-10.10 | interested in reading |
| flashback | choosing flexibly | / Tests | Charling 9 | about) |
| Hashback | | / 16515 | Speaking & | about) |
| Conflicts | from a range of | Daily contones | Listening | Aga Appropriate |
| Connicts | strategies. | Daily sentence | SL.9-10.1 | Age-Appropriate |
| lana a a a a a | | corrections | SL.9-10.2 | with high interest |
| Imagery | <u>R.L.</u> | Compall Notes | SL.9-10.3 | novels (at teacher's |
| Bisland | *Comparing/cont | Cornell Note- | SL.9-10.4 | digression based on |
| Dialogue | rasting narratives | Taking | SL.9-10.5 | population and |
| | | | SL.9-10.6 | interest of students) |
| Epithets | *Evaluate terms | ESY Testing | | _ |
| | specific to | | | Poetry examples: |
| Euphemisms | narratives and | KTEA II Testing | | Various Shakespeare |
| | plays, such as | | | Sonnets |
| Perspective | tragedy, tragic | Aims Web | | Various John Donne |
| | hero, comic | Testing | | Sonnets |
| Universal Themes | relief, allusion, | | | Various Edgar Allen |
| | foil, soliloquy, | | | Poe poems |
| Characteristics of: | aside, pun, blank | | | |
| Expository essays | verse, iambic | | | Study Guides |
| Feature news | pentameter, | | | |
| articles | among others. | | | Various Graphic |
| Editorial | | | | Organizers (i.e. Venn |
| Persuasive essay | *Interpret and | | | Diagrams, KWL |
| Primary source | analyze | | | Charts, 3-2-1 / Exit |
| documents | narratives and | | | Slips etc.) |
| Documentary | plays | | | |
| - | | | | Power Points |
| Expository Elements: | *Summarize | | | (various topics) |
| • Thesis | main ideas in | | | |
| Supporting ideas | stories | | | Cornell Note-Taking |
| Supporting statistical | | | | |
| information | *Explain | | | Video Clips (that |
| Supporting expert's | significance of | | | correlate with |
| opinion/quotations | ideas in | | | material in class) |
| Writer's tone | narratives and | | | material in class; |
| vincer 3 cone | plays | | | Task-specific |
| Organizational | Pidys | | | Worksheets for |
| Organizational | | | J | AAOLY211GGE2 101 |

| Patterns: | *Define words | grammar |
|------------------------|--------------------|---------------------------------------|
| •Argumentation/pers | and roots | granniai |
| uasion | and roots | Crossword puzzle |
| • Cause/effect | *Use words both | · · · · · · · · · · · · · · · · · · · |
| - | | generator |
| • Theory/evidence | literally and | Took on a sifin Dubrica |
| Compare/contrast | figuratively | Task-specific Rubrics |
| • Sequence | *1.1 | (i.e. writing |
| Problem/solution | *Interpret words | assignments, |
| 6 1 | in the context | research papers, |
| Reading | they are used | oral presentations, |
| Comprehension | | group projects and |
| Strategies: | *Determine | teamwork etc.) |
| Identify purpose | meaning by | www.rubistar.com |
| Preview Text | origin | |
| Understand, analyze, | | SMART Notebook |
| reflect | <u>R.I.</u> | 11: SMART Exchange |
| Identify thesis, | *Reading text | |
| evidence, structure, | | |
| style, organization | *Making | |
| Summarize | predictions, | |
| Ask questions, | assumptions, and | |
| visualize, make | inferences about | |
| connections, predict, | the characters | |
| determine | and the plot | |
| importance, infer, | · | |
| synthesize | *Analyzing the | |
| Skim for pertinent | text for author's | |
| information | purpose, style, | |
| | and voice | |
| Writing: | | |
| Inclusion of previous | *Defining literary | |
| content in narrative | terms | |
| compositions | l terms | |
| Compositions | *Connecting with | |
| Complete sentences | reading through | |
| Complete sentences | shared personal | |
| Clear topics and | experiences and | |
| - | current events | |
| paragraph transitions | current events | |
| Lisa of standard | 100 | |
| Use of standard | W. | |
| English | *Drafting & | |
| Duefting and addition | writing personal | |
| Drafting and editing | narratives | |
| | | |
| Gerunds, participles,& | *Identify and | |
| infinitives | correct run-on | |
| | sentences | |
| Phrases & Clauses | | |

| | *Identify and |
|-----------------------|-------------------|
| Speaking & Listening: | correct sentence |
| Dramatic reading | fragment |
| from text | Trugation |
| | *Demonstrate |
| | proper use of |
| | standard English |
| | when writing |
| | |
| | *Demonstrate an |
| | ability to |
| | compose |
| | correctly formed |
| | sentences. |
| | |
| | *Demonstrate |
| | proper paragraph |
| | and composition |
| | development. |
| | |
| | <u>SL:</u> |
| | *Engage an |
| | audience |
| | |
| | *Interpret and |
| | deliver |
| | information |
| | |
| | *Deliver |
| | thoughtful, well- |
| | reasoned |
| | presentations |
| | *Practice with |
| | |
| | peers |

| April 4 th Quarter | Skills (What will the student be able to do?) | Content/Activities/R eadings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|----------------------------------|---|--|--|---|----------------------|
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | responses to | L.9-10.1 | Assessment to |

| Reading: | Reading | command of the | reading | L.9-10.2 | determine grade |
|---------------------|--------------------------|-------------------------|-----------------|--------------------------|----------------------------------|
| Narration/ | <u>Literature</u> | conventions of | reading | L.9-10.3 | level performance (at |
| narrators | Literature | standard English | Quizzes on | L.9-10.4 | the beginning of the |
| Harrators | Reading | grammar and usage | comprehension | L.9-10.5 | year / semester) |
| Mood, setting, | Informational | when writing or | Comprehension | L.9-10.6 | year / semester/ |
| and tone | <u>iiiioiiiiatioiiai</u> | speaking. | Compose short | 2.5 10.0 | Teacher-selected |
| and tone | Writing | speaking. | fictional | Reading | textbooks (i.e. |
| Figurative & | vviiting | *Apply knowledge of | narrative | R.L.9-10.1 | McDougal-Littell 9th |
| Literal | Speaking & | language to | Harrative | R.L.9-10.2 | and 10 th Grade short |
| interpretations | Listening | understand how | Unit exam | R.L.9-10.3 | stories: |
| interpretations | Listering | language functions in | Offic exam | R.L.9-10.4 | http://www.classzon |
| Figurative | | different contexts, to | Classroom | R.L.9-10.4 | e.com/cz/books/ml li |
| _ | | make effective | discussion | R.L.9-10.5 | t gr10/book home.h |
| language | | choices for meaning | uiscussion | R.L.9-10.7 | tm;jsessionid=T6JcTN |
| Rhetorical devices | | _ | Study guides | R.L.9-10.7 | |
| Kiletorical devices | | or style, and to | Study guides | K.L.9-10.9 | TpR1Hj1vncw1XSGdK |
| Allusian | | comprehend more | Chaine of | D I O 10 4 | Jcv7qsdJ2zGXgCXMR |
| Allusion | | fully when reading or | Choice of | R.I.9-10.4 | qdnmvSKWBWpR!35 |
| Ironios | | listening. | projects | R.I.9-10.6 R.I.9-10.8 | 6874463?state=il, |
| Ironies | | *Datawaina ay alayifu | Davanhvasina | | McGraw-Hill series, |
| Characterization | | *Determine or clarify | Paraphrasing | R.I.9-10.9 | Vocabulary |
| Characterization | | the meaning of | selections of | R.I.9-10.10 | Workshop etc.) |
| Carratalia | | unknown and | text | NA (-212 | Constant Destina |
| Connotative vs. | | multiple-meaning | | Writing | Suggested Reading: |
| Denotative | | words and phrases | Online lesson | W.9-10.1 | 9 th Grade |
| meanings | | based on grades 9– | completion | W.9-10.2 | "The Odessey" |
| 6 1 1: | | 10 reading and | | W.9-10.3 | Civil Rights Era |
| Symbolism, | | content, choosing | Worksheets | W.9-10.4 | material (i.e. M.L.K.'s |
| metaphor, simile, | | flexibly from a range | (i.e. teacher | W.9-10.5 | "I Have A Dream" |
| hyperbole, | | of strategies. | made, | W.9-10.6 | speech, Jim Crow's |
| personification | | | crossword | W.9-10.7 | Law, etc.) |
| | | R.L. | puzzles, | W.9-10.8 | 10 th Grade |
| Voice | | *Comparing/contrast | matching, word | W.9-10.9 | "Fahrenheit 451" |
| | | ing narratives | searches etc.) | W.9-10.10 | "The Kite Runner" |
| Foreshadowing | | | | | |
| and flashback | | *Evaluate terms | Weekly quizzes | Speaking & | Interest Inventory (to |
| | | specific to narratives | / Tests | Listening | gather what students |
| Conflicts | | and plays, such as | | SL.9-10.1 | are interested in |
| | | tragedy, tragic hero, | Daily sentence | SL.9-10.2 | reading about) |
| Imagery | | comic relief, allusion, | corrections | SL.9-10.3 | |
| | | foil, soliloquy, aside, | | SL.9-10.4 | Age-Appropriate with |
| Dialogue | | pun, blank verse, | Cornell Note- | SL.9-10.5 | high interest novels |
| Epithets | | iambic pentameter, | Taking | SL.9-10.6 | (at teacher's |
| Euphemisms | | among others. | | | digression based on |
| Perspective | | | ESY Testing | | population and |
| | | *Interpret and | | | interest of students) |
| Universal Themes | | analyze narratives | KTEA II Testing | | |
| | | and plays | | | Poetry examples: |
| Historical/Cultural | | | Aims Web | | Various Shakespeare |

| Perspectives i.e. | *Summarize main | Testing | Sonnets |
|------------------------------------|------------------------|---------|---|
| Roles of women | ideas in stories | | Various John Donne |
| Racial/gender | | | Sonnets |
| equality | *Explain significance | | Various Edgar Allen |
| Stereotyping | of ideas in narratives | | Poe poems |
| Culture of the | and plays | | |
| deep South in the | | | Study Guides |
| 1930s | *Define words and | | |
| Racism through | roots | | Various Graphic |
| dialogue | | | Organizers (i.e. Venn |
| Understanding | *Use words both | | Diagrams, KWL |
| human nature | literally and | | Charts, 3-2-1 / Exit |
| Primary Sources | figuratively | | Slips etc.) |
| , | 3 3 7 | | , |
| Secondary Sources | *Interpret words in | | Power Points (various |
| | the context they are | | topics) |
| Common | used | | topicsy |
| Knowledge | uscu | | Cornell Note-Taking |
| Knowledge | *Determine meaning | | Cornell Note-Taking |
| Credibility of text | by origin | | Video Clips (that |
| Credibility of text | by origin | | correlate with |
| Dies | D.I. | | |
| Bias | <u>R.I.</u> | | material in class) |
| | *Reading text | | - · · · · · · · · · · · · · · · · · · · |
| Audience | *** | | Task-specific |
| Awareness | *Making predictions, | | Worksheets for |
| | assumptions, and | | grammar |
| Ethos | inferences about the | | |
| | characters and the | | Crossword puzzle |
| Pathos | plot | | generator |
| | | | |
| Logos | *Analyzing the text | | Task-specific Rubrics |
| | for author's purpose, | | (i.e. writing |
| Persuasion | style, and voice | | assignments, |
| | | | research papers, oral |
| Hyperbole | *Defining literary | | presentations, group |
| | terms | | projects and |
| Euphemisms | | | teamwork etc.) |
| | *Connecting with | | www.rubistar.com |
| Denotative/Conno | reading through | | |
| tative Meanings | shared personal | | SMART Notebook 11: |
| | experiences and | | SMART |
| Mythology | current events | | |
| ., | | | |
| Foreshadowing | W. | | |
| . Si conductiving | *Drafting & writing | | |
| Epithets | personal narratives | | |
| Lpitilets | personal harratives | | |
| Epic | *Identify and correct | | |
| LPIC | Identity and correct | | |

| _ | | | , |
|-----------------------|---|---|--|
| run-on sentences | | | |
| | | | |
| *Identify and correct | | | |
| sentence fragment | | | |
| | | | |
| *Demonstrate | | | |
| proper use of | | | |
| l · · | | | |
| | | | |
| | | | |
| *Demonstrate an | | | |
| | | | |
| | | | |
| | | | |
| sentences. | | | |
| *Demonstrate | | | |
| | | | |
| | | | |
| • | | | |
| development. | | | |
| CI. | | | |
| | | | |
| "Engage an audience | | | |
| *1.1 | | | |
| | | | |
| deliver information | | | |
| #5 H 1.5 L | | | |
| _ | | | |
| | | | |
| presentations | | | |
| | | | |
| *Practice with peers | | | |
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| | | | |
| | *Identify and correct sentence fragment | *Identify and correct sentence fragment *Demonstrate proper use of standard English when writing *Demonstrate an ability to compose correctly formed sentences. *Demonstrate proper paragraph and composition development. SL: *Engage an audience *Interpret and deliver information *Deliver thoughtful, well-reasoned presentations | *Identify and correct sentence fragment *Demonstrate proper use of standard English when writing *Demonstrate an ability to compose correctly formed sentences. *Demonstrate proper paragraph and composition development. SL: *Engage an audience *Interpret and deliver information *Deliver thoughtful, well-reasoned presentations |

| Supporting ideas | | | |
|------------------------------------|------|--|--|
| Supporting | | | |
| statistical | | | |
| information | | | |
| • Supporting | | | |
| expert's | | | |
| opinion/quotation | | | |
| S | | | |
| • Writer's tone | | | |
| • Writer 5 tone | | | |
| Organizational | | | |
| Organizational Patterns: | | | |
| | | | |
| •Argumentation/p | | | |
| ersuasion | | | |
| • Cause/effect | | | |
| •Theory/evidence | | | |
| •Compare/ | | | |
| contrast | | | |
| • Sequence | | | |
| •Problem/solution | | | |
| | | | |
| Reading | | | |
| Comprehension | | | |
| Strategies: | | | |
| •Identify purpose | | | |
| Preview Text | | | |
| Understand, | | | |
| analyze, reflect | | | |
| Identify thesis, | | | |
| evidence, | | | |
| structure, style, | | | |
| organization | | | |
| • Summarize | | | |
| Ask questions, | | | |
| visualize, make | | | |
| connections, | | | |
| predict, determine | | | |
| importance, infer, | | | |
| synthesize | | | |
| • Skim for | | | |
| pertinent | | | |
| information | | | |
| | | | |
| Speaking & | | | |
| <u>Listening:</u> | | | |
| Dramatic reading | | | |
| from text | | | |
| | | | |

| Speaking & Listening: Dramatic reading from text | | | |
|--|--|--|--|
| Oral presentations: • Appropriate eye contact • Tone of voice • Steady speaking • Listening skills | | | |

| | Skills (What will | Content/Activities | Formal | Common Core | Resources |
|-------------------------|----------------------|---------------------|--------------------|-----------------|----------------------|
| May | the student be | /Readings (What | assessment | Standards (How | |
| | able to do?) | will we use to | Options (How | do these skills | |
| 4 th Quarter | | help the student | will we know if | relate to the | |
| | | learn the skill?) | the skill has been | Common Core?) | |
| | | | mastered?) | | |
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | responses to | L.9-10.1 | Assessment to |
| Reading: | Reading | command of the | reading | L.9-10.2 | determine grade |
| Narration/ | <u>Literature</u> | conventions of | | L.9-10.3 | level performance |
| narrators | | standard English | Quizzes on | L.9-10.4 | (at the beginning of |
| | Reading | grammar and | comprehension | L.9-10.5 | the year / |
| Mood, setting, | <u>Informational</u> | usage when | | L.9-10.6 | semester) |
| and tone | | writing or | Compose short | | |
| | Writing | speaking. | fictional | Reading | Teacher-selected |
| Figurative & | | | narrative | R.L.9-10.1 | textbooks (i.e. |
| Literal | Speaking & | *Apply knowledge | | R.L.9-10.2 | McDougal-Littell |
| interpretations | <u>Listening</u> | of language to | Unit exam | R.L.9-10.3 | 9th and 10th Grade |
| | | understand how | | R.L.9-10.4 | short stories: |
| Figurative | | language | Classroom | R.L.9-10.5 | http://www.classzo |
| language | | functions in | discussion | R.L.9-10.6 | ne.com/cz/books/ |
| | | different contexts, | | R.L.9-10.7 | ml_lit_gr10/book_h |
| Rhetorical | | to make effective | Study guides | R.L.9-10.9 | ome.htm;jsessionid |
| devices | | choices for | | | =T6JcTNTpR1Hj1vn |
| | | meaning or style, | Choice of | R.I.9-10.4 | cw1XSGdKJcv7qsdJ |
| Allusion | | and to | projects | R.I.9-10.6 | 2zGXgCXMRqdnmv |
| | | comprehend more | | R.I.9-10.8 | SKWBWpR!356874 |
| Ironies | | fully when reading | Paraphrasing | R.I.9-10.9 | 463?state=il, |
| | | or listening. | selections of text | R.I.9-10.10 | McGraw-Hill series, |
| Characterization | | | | | Vocabulary |
| | | *Determine or | Online lesson | Writing | Workshop etc.) |

| Constalling | 1.26.16. | 1 . 12 | 1440404 | |
|---|----------------------------------|------------------|------------|----------------------|
| Connotative vs. | clarify the | completion | W.9-10.1 | C |
| Denotative | meaning of | | W.9-10.2 | Suggested Reading: |
| meanings | unknown and | Worksheets (i.e. | W.9-10.3 | 9th Grade |
| | multiple-meaning | teacher made, | W.9-10.4 | "The Odessey" |
| Symbolism, | words and | crossword | W.9-10.5 | Civil Rights Era |
| metaphor, | phrases based on | puzzles, | W.9-10.6 | material (i.e. |
| simile, | grades 9–10 | matching, word | W.9-10.7 | M.L.K.'s "I Have A |
| hyperbole, | reading and | searches etc.) | W.9-10.8 | Dream" speech, Jim |
| personification | content, choosing | | W.9-10.9 | Crow's Law, etc.) |
| | flexibly from a | Weekly quizzes / | W.9-10.10 | 10th Grade |
| Voice | range of | Tests | | "Fahrenheit 451" |
| | strategies. | | Speaking & | "The Kite Runner" |
| Foreshadowing | | Daily sentence | Listening | |
| and flashback | <u>R.L.</u> | corrections | SL.9-10.1 | Interest Inventory |
| | *Comparing/contr | | SL.9-10.2 | (to gather what |
| Conflicts | asting narratives | Cornell Note- | SL.9-10.3 | students are |
| | | Taking | SL.9-10.4 | interested in |
| Imagery | *Evaluate terms | | SL.9-10.5 | reading about) |
| | specific to | ESY Testing | SL.9-10.6 | , |
| Dialogue | narratives and | | | Age-Appropriate |
| Epithets | plays, such as | KTEA II Testing | | with high interest |
| Euphemisms | tragedy, tragic | | | novels (at teacher's |
| Perspective | hero, comic relief, | Aims Web | | digression based on |
| reispective | allusion, foil, | Testing | | population and |
| Universal | soliloquy, aside, | resting | | interest of |
| Themes | pun, blank verse, | | | students) |
| memes | iambic | | | Students |
| Historical/Cultur | pentameter, | | | Poetry examples: |
| al Perspectives | among others. | | | Various |
| i.e. | among others. | | | Shakespeare |
| • Roles of | *Interpret and | | | Sonnets |
| women | analyze narratives | | | Various John |
| | 1 | | | Donne Sonnets |
| Racial/gender | and plays | | | Various Edgar Allen |
| equality | *Cummariza main | | | _ |
| StereotypingCulture of the | *Summarize main ideas in stories | | | Poe poems |
| | ideas ili stories | | | Ctudu Cuidaa |
| deep South in | *Fyple:= | | | Study Guides |
| the 1930s | *Explain | | | Maniana Constitu |
| • Racism | significance of | | | Various Graphic |
| through | ideas in narratives | | | Organizers (i.e. |
| dialogue | and plays | | | Venn Diagrams, |
| Understanding | *0 (. | | | KWL Charts, 3-2-1 / |
| human nature | *Define words | | | Exit Slips etc.) |
| Primary Sources | and roots | | | |
| | | | | Power Points |
| Secondary | *Use words both | | | (various topics) |
| Sources | literally and | | | |
| | figuratively | | J | Cornell Note-Taking |

| Common | | |
|--------------------|---|-----------------------|
| Knowledge | *Interpret words | Video Clips (that |
| | in the context | correlate with |
| Credibility of | they are used | material in class) |
| text | they are asea | material in classy |
| text | *D -t | Taal::::- |
| | *Determine | Task-specific |
| Bias | meaning by origin | Worksheets for |
| | | grammar |
| Audience | <u>R.I.</u> | |
| Awareness | *Reading text | Crossword puzzle |
| | | generator |
| Ethos | *Making | Berrerator |
| LUIUS | | Taal |
| | predictions, | Task-specific |
| Pathos | assumptions, and | Rubrics (i.e. writing |
| | inferences about | assignments, |
| Logos | the characters and | research papers, |
| | the plot | oral presentations, |
| Persuasion | | group projects and |
| | *Analyzing the | teamwork etc.) |
| Lli ua a ula a lla | , - | |
| Hyperbole | text for author's | www.rubistar.com |
| | purpose, style, | |
| Euphemisms | and voice | SMART Notebook |
| | | 11: SMART |
| Denotative/Con | *Defining literary | |
| notative | terms | |
| | terms | |
| Meanings | *************************************** | |
| | *Connecting with | |
| Mythology | reading through | |
| | shared personal | |
| Foreshadowing | experiences and | |
| | current events | |
| Epithets | | |
| Epitifets | \\\ | |
| F.::- | <u>W.</u> | |
| Epic | *Drafting & | |
| | writing personal | |
| Epic | narratives | |
| Conventions | | |
| | *Identify and | |
| Writing: | correct run-on | |
| Works Cited | sentences | |
| VVOINS CITEU | Sentences | |
| Thereis | will 100 | |
| Thesis | *Identify and | |
| Statement/Posit | correct sentence | |
| ion Statement | fragment | |
| Citations | *Dorociastrata | |
| Citations | *Demonstrate | |
| | proper use of | |
| Complete | standard English | |
| | | · |

| | | | |
|--------------------------------|--------------------------|-----|------|
| sentences | when writing | | |
| | | | |
| Clear topics and | *Demonstrate | an | |
| paragraph | ability to comp | ose | |
| transitions | correctly forme | | |
| | sentences. | | |
| Use of standard | | | |
| English | *Demonstrate | | |
| | proper paragra | ph | |
| Drafting and | and composition | | |
| editing | development. | | |
| editing | development. | | |
| Contance types | CI. | | |
| Sentence types | <u>SL:</u> *Fnance on | | |
| – interrogative; | *Engage an | | |
| exclamatory; | audience | | |
| declarative; | ļ., | | |
| imperative; | *Interpret and | | |
| conditional | deliver | | |
| | information | | |
| Informational | | | |
| Texts | *Deliver | | |
| Characteristics | thoughtful, we | I- | |
| of: | reasoned | | |
| Expository | presentations | | |
| essays | | | |
| • Feature news | *Practice with | | |
| articles | peers | | |
| • Editorial | · | | |
| Persuasive | | | |
| essay | | | |
| Primary source | | | |
| documents | | | |
| Documentary | | | |
| Documentary | | | |
| Expository | | | |
| Elements: | | | |
| • Thesis | | | |
| • Supporting | | | |
| | | | |
| ideas | | | |
| Supporting | | | |
| statistical | | | |
| information | | | |
| Supporting | | | |
| expert's | | | |
| opinion/quotati | | | |
| ons | | | |
| • Writer's tone | | | |
| | | | |

| Organizational | | | |
|-----------------------------------|------|------|--|
| Patterns: | | | |
| Argumentation | | | |
| /persuasion | | | |
| Cause/effect | | | |
| •Theory/eviden | | | |
| ce | | | |
| •Compare/ | | | |
| contrast | | | |
| • Sequence | | | |
| •Problem/soluti | | | |
| on | | | |
| | | | |
| Reading | | | |
| Comprehension | | | |
| Strategies: | | | |
| •Identify | | | |
| purpose | | | |
| Preview Text | | | |
| •Understand, | | | |
| analyze, reflect | | | |
| •Identify thesis, | | | |
| evidence, | | | |
| structure, style, | | | |
| organization | | | |
| Summarize | | | |
| Ask questions, | | | |
| visualize, make | | | |
| connections, | | | |
| predict, | | | |
| determine | | | |
| importance, | | | |
| infer, synthesize | | | |
| • Skim for | | | |
| pertinent | | | |
| information | | | |
| | | | |
| Speaking & | | | |
| Listening: | | | |
| Dramatic Dramatic | | | |
| reading from | | | |
| text | | | |
| | | | |
| Speaking & | | | |
| Listening: | | | |
| Dramatic | | | |
| reading from | | | |
| text | | | |
| CAL | | | |

| Oral | | | |
|--------------------------------------|--|--|--|
| presentations: | | | |
| Appropriate | | | |
| eye contact | | | |
| • Tone of voice | | | |
| • Steady | | | |
| speaking | | | |
| Listening skills | | | |

| June 4 th Quarter | Skills (What will the student be able to do?) | Content/Activiti es/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|---------------------------------|--|--|--|--|----------------------|
| <u>Content</u> | <u>Language</u> | <u>L.</u> | Written | <u>Language</u> | Skill Level Pre-Test |
| | | *Demonstrate | responses to | L.9-10.1 | Assessment to |
| Reading: | Reading | command of the | reading | L.9-10.2 | determine grade |
| Narration/ | <u>Literature</u> | conventions of | | L.9-10.3 | level performance |
| narrators | | standard English | Quizzes on | L.9-10.4 | (at the beginning of |
| | Reading | grammar and | comprehension | L.9-10.5 | the year / |
| Mood, setting, | <u>Informatio</u> | usage when | 6 | L.9-10.6 | semester) |
| and tone | <u>nal</u> | writing or | Compose short | . I | |
| | | speaking. | fictional | Reading | Teacher-selected |
| Figurative & | <u>Writing</u> | | narrative | R.L.9-10.1 | textbooks (i.e. |
| Literal | | *Apply | | R.L.9-10.2 | McDougal-Littell |
| interpretations | Speaking | knowledge of | Unit exam | R.L.9-10.3 | 9th and 10th Grade |
| | <u>&</u> | language to | | R.L.9-10.4 | short stories: |
| Figurative | Listening | understand how | Classroom | R.L.9-10.5 | http://www.classzo |
| language | | language | discussion | R.L.9-10.6 | ne.com/cz/books/ |
| 61 | | functions in | 6 | R.L.9-10.7 | ml_lit_gr10/book_h |
| Rhetorical | | different | Study guides | R.L.9-10.9 | ome.htm;jsessionid |
| devices | | contexts, to | Charles of | D 1 0 4 0 4 | =T6JcTNTpR1Hj1vn |
| All die | | make effective | Choice of | R.I.9-10.4 | cw1XSGdKJcv7qsdJ |
| Allusion | | choices for | projects | R.I.9-10.6 | 2zGXgCXMRqdnmv |
| | | meaning or | | R.I.9-10.8 | SKWBWpR!356874 |
| Ironies | | style, and to | Paraphrasing | R.I.9-10.9 | 463?state=il, |
| | | comprehend | selections of | R.I.9-10.10 | McGraw-Hill series, |
| Characterizatio | | more fully when | text | \ | Vocabulary |
| n | | reading or | Online lesse | Writing | Workshop etc.) |
| Campatali | | listening. | Online lesson | W.9-10.1 | Command Division |
| Connotative vs. | | *5.1 | completion | W.9-10.2 | Suggested Reading: |
| Denotative | | *Determine or | | W.9-10.3 | 9th Grade |

| | 1 | 1 | T | //—/ — / // // // // // // // // // // / |
|------------------|----------------------------|------------------|------------|--|
| meanings | clarify the | Worksheets | W.9-10.4 | "The Odessey" |
| | meaning of | (i.e. teacher | W.9-10.5 | Civil Rights Era |
| Symbolism, | unknown and | made, | W.9-10.6 | material (i.e. |
| metaphor, | multiple- | crossword | W.9-10.7 | M.L.K.'s "I Have A |
| simile, | meaning words | puzzles, | W.9-10.8 | Dream" speech, Jim |
| hyperbole, | and phrases | matching, word | W.9-10.9 | Crow's Law, etc.) |
| personification | based on grades | searches etc.) | W.9-10.10 | 10th Grade |
| | 9–10 reading | | | "Fahrenheit 451" |
| Voice | and content, | Weekly quizzes | Speaking & | "The Kite Runner" |
| | choosing flexibly | / Tests | Listening | Interest Inventory |
| Foreshadowing | from a range of | | SL.9-10.1 | (to gather what |
| and flashback | strategies. | Daily sentence | SL.9-10.2 | students are |
| | | corrections | SL.9-10.3 | interested in |
| Conflicts | R.L. | | SL.9-10.4 | reading about) |
| | *Comparing/co | Cornell Note- | SL.9-10.5 | |
| Imagery | ntrasting | Taking | SL.9-10.6 | Age-Appropriate |
| inagery | narratives | Tuking | 32.3 10.0 | with high interest |
| Dialogue | Harracives | ESY Testing | | novels (at teacher's |
| Epithets | *Evaluate terms | Lor resting | | digression based on |
| · · | | VTEA II Tosting | | _ |
| Euphemisms | specific to narratives and | KTEA II Testing | | population and interest of |
| Perspective | | A : \ \ \ / - - | | |
| | plays, such as | Aims Web | | students) |
| Universal | tragedy, tragic | Testing | | |
| Themes | hero, comic | | | Poetry examples: |
| | relief, allusion, | | | Various |
| Historical/Cultu | foil, soliloquy, | | | Shakespeare |
| ral Perspectives | aside, pun, | | | Sonnets |
| i.e. | blank verse, | | | Various John |
| Roles of | iambic | | | Donne Sonnets |
| women | pentameter, | | | Various Edgar Allen |
| Racial/gender | among others. | | | Poe poems |
| equality | | | | |
| Stereotyping | *Interpret and | | | Study Guides |
| Culture of the | analyze | | | |
| deep South in | narratives and | | | Various Graphic |
| the 1930s | plays | | | Organizers (i.e. |
| Racism | | | | Venn Diagrams, |
| through | *Summarize | | | KWL Charts, 3-2-1 / |
| dialogue | main ideas in | | | Exit Slips etc.) |
| • | stories | | | , , |
| Understanding | | | | Power Points |
| human nature | *Explain | | | (various topics) |
| Primary | significance of | | | (1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| Sources | ideas in | | | Cornell Note-Taking |
| | narratives and | | | Some roce runing |
| Secondary | plays | | | Video Clips (that |
| Sources | piays | | | correlate with |
| Jources | *Define words | | | material in class) |
| | Delille Words | | J | material in Class) |

| Γ_ | T . T | |
|----------------|---------------------------------------|-----------------------|
| Common | and roots | |
| Knowledge | | Task-specific |
| | *Use words | Worksheets for |
| Credibility of | both literally | grammar |
| text | and figuratively | |
| | and right and right | Crossword puzzle |
| Bias | *Interpret | generator |
| DidS | words in the | generator |
| | | |
| Audience | context they are | Task-specific |
| Awareness | used | Rubrics (i.e. writing |
| | | assignments, |
| Ethos | *Determine | research papers, |
| | meaning by | oral presentations, |
| Pathos | origin | group projects and |
| | | teamwork etc.) |
| Logos | R.I. | www.rubistar.com |
| Logos | *Reading text | www.rubistar.com |
| Damanaian | Reduing text | CNAADT Natabaal |
| Persuasion | | SMART Notebook |
| | *Making | 11: SMART |
| Hyperbole | predictions, | |
| | assumptions, | |
| Euphemisms | and inferences | |
| | about the | |
| Denotative/Co | characters and | |
| nnotative | the plot | |
| Meanings | the plot | |
| ivicariirigs | *Analyzing the | |
| NA Harlan | *Analyzing the | |
| Mythology | text for author's | |
| | purpose, style, | |
| Foreshadowing | and voice | |
| | | |
| Epithets | *Defining | |
| | literary terms | |
| Epic | | |
| ' | *Connecting | |
| Epic | with reading | |
| Conventions | through shared | |
| Conventions | personal | |
| NA/wiking my | · · · · · · · · · · · · · · · · · · · | |
| Writing: | experiences and | |
| Works Cited | current events | |
| | | |
| Thesis | <u> W.</u> | |
| Statement/Posi | *Drafting & | |
| tion Statement | writing personal | |
| | narratives | |
| Citations | | |
| | *Identify and | |
| Complete | correct run-on | |
| Complete | COTTECT TUIT-OIL | |

| | 1 | T | T |
|------------------------------|-------------------|---|---|
| sentences | sentences | | |
| | | | |
| Clear topics | *Identify and | | |
| and paragraph | correct | | |
| transitions | sentence | | |
| | fragment | | |
| Use of standard | | | |
| English | *Demonstrate | | |
| | proper use of | | |
| Drafting and | standard English | | |
| editing | when writing | | |
| Culting | wiich wiiting | | |
| Sentence types | *Demonstrate | | |
| | | | |
| - interrogative; | an ability to | | |
| exclamatory; | compose | | |
| declarative; | correctly | | |
| imperative; | formed | | |
| conditional | sentences. | | |
| | 4- | | |
| Informational | *Demonstrate | | |
| Texts | proper | | |
| Characteristics | paragraph and | | |
| of: | composition | | |
| Expository | development. | | |
| essays | | | |
| • Feature news | SL: | | |
| articles | *Engage an | | |
| Editorial | audience | | |
| Persuasive | | | |
| essay | *Interpret and | | |
| • Primary | deliver | | |
| source | information | | |
| documents | mormation | | |
| Documentary | *Deliver | | |
| Bocamentary | thoughtful, well- | | |
| Expository | reasoned | | |
| Elements: | | | |
| • Thesis | presentations | | |
| | *Practice with | | |
| • Supporting | | | |
| ideas | peers | | |
| • Supporting | | | |
| statistical | | | |
| information | | | |
| Supporting | | | |
| expert's | | | |
| opinion/quotati | | | |
| ons | | | |
| Writer's tone | | | |

| | | | |
|----------------------------------|------|------|--|
| | | | |
| Organizational | | | |
| Patterns: | | | |
| Argumentatio | | | |
| n/persuasion | | | |
| Cause/effect | | | |
| •Theory/eviden | | | |
| ce | | | |
| •Compare/ | | | |
| contrast | | | |
| • Sequence | | | |
| •Problem/solut | | | |
| ion | | | |
| 1011 | | | |
| Reading | | | |
| Comprehension | | | |
| Strategies: | | | |
| •Identify | | | |
| purpose | | | |
| Preview Text | | | |
| •Understand, | | | |
| | | | |
| analyze, reflect | | | |
| •Identify | | | |
| thesis, | | | |
| evidence, | | | |
| structure, style, | | | |
| organization | | | |
| • Summarize | | | |
| • Ask | | | |
| questions, | | | |
| visualize, make | | | |
| connections, | | | |
| predict, | | | |
| determine | | | |
| importance, | | | |
| infer, | | | |
| synthesize | | | |
| • Skim for | | | |
| pertinent | | | |
| information | | | |
| Connellin : 0 | | | |
| Speaking & | | | |
| <u>Listening:</u> | | | |
| Dramatic | | | |
| reading from | | | |
| text | | | |
| Speaking 9 | | | |
| Speaking & | | | |

| Listening: | | | |
|-----------------------------------|--|--|--|
| Dramatic | | | |
| reading from | | | |
| text | | | |
| | | | |
| Oral | | | |
| presentations: | | | |
| Appropriate | | | |
| eye contact | | | |
| Tone of voice | | | |
| Steady | | | |
| speaking | | | |
| Listening | | | |
| skills | | | |

UCAN TECH 9th Grade Algebra Curriculum Map

| September | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|--|--|--|--|--|---------------------------|
| Algebra 1 | | Add and subtract real | | | |
| Vocabulary: Absolute Value | The Real Number System | numbers. Multiply and divide real | KTEAII | The Real Number System | Smartboard |
| | | numbers. | AIMSweb | | Textbooks-Glenco, |
| Associative and commutative property of: | | Use the order of orders to simplify expressions | ESY | N.RN.1 N.RN.2 N.RN.3 | Pacemaker, etc |
| multiplication & addition | Creating Equations | involving real numbers. | | | www.mathbits.com |
| Adding integers | | Use properties of equality to simplify expressions. | Cornell Notes | Creating Equations | www.algebra1teachers.com |
| Addition (and Subtraction) Property for | Reasoning with | Combine like terms in an algebraic | observation | A.CED.1 A.CED.2 | www.learner.org |
| Inequality Additive | Equations and Inequalities | expression. Solve one-step | Checklists | A.CED.3 A.CED.4 | www.purplemath.com |
| Identity Property Additive | | equations in one variable by using addition or subtraction. | Conferences (student/teacher and/or teacher/parent) | Reasoning with | www.ixl.com/math/algebra- |
| Inverse Property | | Solve equations in one variable by using multiplication or | Reviews | Equations and Inequalities | www.internet4classroom.co |
| Algebra | | division. | | A.REI.1 | |
| Algebraic Expression | | Solve equations in one variable that contains more than one | Weekly content quizzes/tests | A.REI.3 | www.goorulearning.org |
| Arithmetic Operation | | operation. Solve equations in one | Games | | www.hippocampus.org |
| Axes | | variable that contains more than one | Individual or | | www.math-play.com |
| Best-Fit Line | | variable. | group projects | | |

| | | T | |
|--------------|-------------------------|------------------|--------------------------|
| | | | www.homeschoolmath.net |
| Binomial | Use the distributive | | |
| | property when | Exit slips | |
| Boundary | necessary to | | www.mathblaster.com |
| | solve equations. | | |
| Coefficient | | Daily class work | |
| | | , | |
| Complex | Solve equations in one | | |
| fraction | variable with variables | Homework | www.freetech4teachers.co |
| indection | on | Tiomework | m |
| Compound | both sides of the | | ''' |
| Compound | | N 4 = + la la | |
| Event | equation. | Monthly progress | <u>www.coolmath.com</u> |
| | | monitoring | |
| Compound | Solve an equation with | | www.rubistar.com |
| Inequality | two or more variables | | |
| | for | Progress reports | www.pbs.org |
| Consistent | one of the variables. | | |
| | | | KTEAII |
| Constants | Solve a variety of word | Report cards | |
| | problems that involves | ' | AIMSweb |
| Coordinate | linear equation | | |
| Plane | concepts. | | |
| Fidile | concepts. | | |
| | | | |
| Monomial | Solve a formula for a | | |
| | given variable. | | |
| Polynomial | | | |
| | Solve problems | | |
| Variable | involving literal | | |
| | equations. | | |
| Division | | | |
| Property for | | | |
| Inequality | | | |
| mequancy | | | |
| distributive | | | |
| | | | |
| property | | | |
| | | | |
| Domain | | | |
| | | | |
| Equal | | | |
| | | | |
| Equation | | | |
| | | | |
| Evaluate | | | |
| | | | |
| Exponent | | | |
| | | | |
| Expression | | | |
| Lybicoololl | | | |
| | | 1 | |

| Footons | T | | |
|-----------------------|---|--|--|
| Factors | | | |
| FOIL Method | | | |
| Formula | | | |
| Half-Plane | | | |
| Integer | | | |
| Intersection | | | |
| Mean | | | |
| Number Line | | | |
| Like Terms | | | |
| Linear Equation | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| Order of operations | | | |
| Power of a Product | | | |
| Square root | | | |
| Probability | | | |
| Quadrant | | | |
| Quotient | | | |
| Radical sign | | | |
| Range | | | |
| Rate | | | |
| Ratio | | | |
| Rational Number | | | |

| | 1 | T | ı | I | |
|--------------------------|---|---|---|---|--|
| Real number | | | | | |
| Scatter Plot | | | | | |
| Scientific Notation | | | | | |
| Sequence | | | | | |
| Simplest Form | | | | | |
| Slope | | | | | |
| Solution | | | | | |
| Standard form | | | | | |
| Term | | | | | |
| Trinomial | | | | | |
| Value | | | | | |
| Variable | | | | | |
| Whole numbers | | | | | |
| x-coordinate | | | | | |
| y-coordinate | | | | | |
| y-intercept | | | | | |
| Zero Product Property | | | | | |
| Zero exponent | | | | | |

| | Skills | Content/Activities/Reading | Formal | Common | Resources |
|---------|------------|-------------------------------|--------------|----------|-----------|
| October | (What will | s (What will we use to help | assessment | Core | |
| | the | the student learn the skill?) | Options (How | Standard | |

| | student be | | will we know if the skill has | s (How do these | |
|---------------|-------------|-------------------------------|----------------------------------|--------------------|---------------------------|
| | do?) | | been | skills | |
| | uo: j | | mastered?) | relate to | |
| | | | mastereu: j | the | |
| | | | | Common | |
| | | | | Core?) | |
| Algebra 1 | | | KTEAII | corc.y | Smartboard |
| Vocabulary: | Creating | Graph and write | KT E/ (II | Creating | Smartboard |
| vocabaiai y. | Equations | inequalities in one | | Equations | |
| Absolute | Equations | variable. | AIMSweb | Equations | Textbooks-Glenco, |
| Value | Reasoning | variable. | Allvisweb | A.REI.3 | Pacemaker, etc |
| Value | with | Solve one and two step | | A.REI.10 | r deciriaker, etc |
| Associative | Equations | inequalities in one | ESY | A.REI.12 | |
| and | and | variable. | LSI | A.NLI.12 | www.mathbits.com |
| commutative | Inequalitie | variable. | | Creating | www.mathbits.com |
| property of: | <u>s</u> | Solve multi-step | Cornell Notes | Equations | |
| multiplicatio | <u> 3</u> | inequalities in one variable. | Cornell Notes | Lquations | www.algebra1teachers.com |
| n & addition | | mequanties in one variable. | | | www.aigebraiteachers.com |
| II & addition | | Solve inequalities in one | observation | A.CED.3 | |
| Adding | | variable that contains | Observation | A.CLD.3 | www.learner.org |
| integers | | variables on both sides. | | | www.icarrier.org |
| integers | | | Checklists | | |
| Addition | | Solve compound | Checkiists | | www.purplemath.com |
| (and | | inequalities. | | | www.parpiematn.com |
| Subtraction) | | equaee | Conferences | | |
| Property for | | Solve absolute value | (student/teache | | www.ixl.com/math/algebra- |
| Inequality | | equations in one variable. | r and/or | | 1 |
| inequality | | | teacher/parent) | | - |
| Additive | | Solve absolute value | teacher, parent, | | |
| Identity | | inequalities in one variable. | | | www.internet4classroom.co |
| Property | | | Reviews | | m |
| Поренту | | Use the x and y intercepts | Neviews | | ''' |
| Additive | | to graph lines. | | | |
| Inverse | | | Weekly content | | www.goorulearning.org |
| Property | | Find rates of change and | quizzes/tests | | www.gooraicariiiig.org |
| roperty | | slopes. | 94122037 20013 | | |
| Algebra | | | | | www.hippocampus.org |
| 0 - 1 | | Relate a constant rate of | Games | | F F |
| Algebraic | | change to the slope of a | | | |
| Expression | | line. | | | www.math-play.com |
| , , , , , , | | | Individual or | | , , , , , |
| Arithmetic | | Write a linear equation in | group projects | | |
| Operation | | slope-intercept form. | | | www.homeschoolmath.net |
| | | | | | |
| Axes | | Graph a line using slope- | Exit slips | | |
| | | intercept form. | · | | www.mathblaster.com |
| Best-Fit Line | | | | | |

| Binomial | Graph a line and write a linear equation using | Daily class work | | |
|--|--|-----------------------------|--------|----------------------|
| Boundary | point-slope form. | Homework | www.fi | reetech4teachers.com |
| Coefficient | identify and graph parallel | | www.c | oolmath.com |
| Complex fraction | lines and perpendicular lines. | Monthly progress monitoring | www.r | ubistar.com |
| Compound | Write equations to describe lines parallel or | monitoring | www.p | bs.org |
| Event | perpendicular to a given line. | Progress reports | KTAEII | |
| Compound Inequality | | Report cards | AIMSw | eb |
| Consistent | | | | |
| Constants | | | | |
| Coordinate Plane | | | | |
| Monomial | | | | |
| Polynomial | | | | |
| Variable | | | | |
| Division Property for Inequality | | | | |
| distributive property | | | | |
| Domain | | | | |
| Equal | | | | |
| Equation | | | | |
| Evaluate | | | | |
| Exponent | | | | |
| Expression | | | | |

| | T | 1 | Г | |
|-----------------------|---|---|---|--|
| Factors | | | | |
| FOIL Method | | | | |
| Formula | | | | |
| Half-Plane | | | | |
| Integer | | | | |
| Intersection | | | | |
| mean | | | | |
| Number Line | | | | |
| Like Terms | | | | |
| Linear Equation | | | | |
| Ordered Pair | | | | |
| Outcomes | | | | |
| Order of operations | | | | |
| Power of a Product | | | | |
| Square root | | | | |
| Probability | | | | |
| Quadrant | | | | |
| Quotient | | | | |
| Radical sign | | | | |
| Range | | | | |
| Rate | | | | |
| Ratio | | | | |

| | T | | 1 | | |
|--------------------------|---|--|---|--|--|
| Rational | | | | | |
| Number | | | | | |
| Real number | | | | | |
| Scatter Plot | | | | | |
| Scientific Notation | | | | | |
| Sequence | | | | | |
| Simplest Form | | | | | |
| Slope | | | | | |
| Solution | | | | | |
| Standard form | | | | | |
| Term | | | | | |
| Trinomial | | | | | |
| Value | | | | | |
| Variable | | | | | |
| Whole numbers | | | | | |
| x-coordinate | | | | | |
| y-coordinate | | | | | |
| y-intercept | | | | | |
| Zero Product Property | | | | | |
| Zero exponent | | | | | |

| | Skills (What will | Content/Activities/Readi | Formal | Common Core | Resources |
|---------------|---------------------|---------------------------|-----------------|------------------------|--------------------------|
| November | the student be | ngs (What will we use to | assessment | Standards | |
| | able to do?) | help the student learn | Options (How | (How do these | |
| | | the skill?) | will we know if | skills relate to | |
| | | | the skill has | the Common | |
| | | | been | Core?) | |
| | | | mastered?) | | |
| Algebra 1 | The Real | | KTEAII | | Smartboard |
| Vocabulary: | Number System | Write linear equations | | | |
| | | given various | | Reasoning with | |
| Absolute | | combinations of | AIMSweb | Equations and | Textbooks-Glenco, |
| Value | Reasoning with | information. | | <u>Inequalities</u> | Pacemaker, etc |
| | Equations and | | | | |
| Associative | <u>Inequalities</u> | Solve a system of two | ESY | A.REI.5, | |
| and | | linear equations by | | A.REI.6, A.REI.7 | www.mathbits.com |
| commutative | <u>Analyze</u> | graphing and | | A.REI.10 | |
| property of: | Functions Using | determining the point of | Cornell Notes | A.REI.12 | |
| multiplicatio | <u>Different</u> | intersection. | | | www.algebra1teachers.co |
| n & addition | Representations | | | | m |
| | | Solve a system of two | observation | The Real | |
| Adding | | linear equations | | <u>Number</u> | |
| integers | | algebraically using | | <u>System</u> | www.learner.org |
| | | substitution. | Checklists | | |
| Addition | | | | N.RN.1 | |
| (and | | Solve a system of two | | N.RN.2 | www.purplemath.com |
| Subtraction) | | linear equations | Conferences | | |
| Property for | | algebraically using | (student/teach | | |
| Inequality | | elimination. | er and/or | <u>Analyze</u> | www.ixl.com/math/algebr |
| | | | teacher/parent | <u>Functions</u> | a-1 |
| Additive | | Determine whether |) | <u>Using Different</u> | |
| Identity | | systems are independent | | Representation | |
| Property | | or | | <u>s</u> | www.internet4classroom.c |
| | | dependent. | Reviews | | om |
| Additive | | | | F.IF.8 | |
| Inverse | | Determine whether | | | |
| Property | | systems are consistent or | Weekly | | www.goorulearning.org |
| | | inconsistent. | content | | |
| Algebra | | | quizzes/tests | | |

| | | | |
|---------------|------------------------------|-----------------|---------------------------------------|
| | Solve and graph linear | | www.hippocampus.org |
| Algebraic | inequalities with two | | |
| Expression | variables. | Games | |
| | | | www.math-play.com |
| Arithmetic | Solve a system of linear | | |
| Operation | inequalities. | Individual or | |
| | | group projects | www.homeschoolmath.net |
| Axes | Evaluate and simplify | 8. oab brojests | W W W W W W W W W W W W W W W W W W W |
| 7 IXCS | expressions containing | | |
| Best-Fit Line | zero and integer | Exit slips | www.mathblaster.com |
| Dest Tit Line | exponents. | LAIC SIIPS | www.inathblastcr.com |
| Binomial | exponents. | | |
| BillOllilai | NA. Itialy, we are are in la | Daily along | |
| D | Multiply monomials. | Daily class | |
| Boundary | | work | 6 |
| 0 50 | | | www.freetech4teachers.co |
| Coefficient | Use multiplication | | m |
| | properties of exponents | Homework | |
| Complex | to | | www.coolmath.com |
| fraction | evaluate and simplify | | |
| | expressions. | Monthly | www.rubistar.com |
| Compound | | progress | |
| Event | | monitoring | www.pbs.org |
| | | | |
| Compound | | | KTAEII |
| Inequality | | Progress | |
| ' ' | | reports | AIMSweb |
| Consistent | | | |
| 30110101111 | | | |
| Constants | | Report cards | |
| Constants | | Report cards | |
| Coordinate | | | |
| Plane | | | |
| Platie | | | |
| | | | |
| Monomial | | | |
| | | | |
| Polynomial | | | |
| | | | |
| Variable | | | |
| | | | |
| Division | | | |
| Property for | | | |
| Inequality | | | |
| | | | |
| distributive | | | |
| property | | | |
| ' ' ' | | | |
| Domain | | | |
| | | | |

| Equal | | | |
|-----------------------|------|--|--|
| Equation | | | |
| Evaluate | | | |
| Exponent | | | |
| Expression | | | |
| Factors | | | |
| FOIL Method | | | |
| Formula | | | |
| Half-Plane | | | |
| Integer | | | |
| Intersection | | | |
| mean | | | |
| Number Line | | | |
| Like Terms | | | |
| Linear Equation | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| Order of operations | | | |
| Power of a Product | | | |
| Square root | | | |
| Probability | | | |
| Quadrant | | | |
| | | | |

| | 1 | | Ī | <u></u> |
|------------------------|---|--|---|---------|
| Quotient | | | | |
| Radical sign | | | | |
| Range | | | | |
| Rate | | | | |
| Ratio | | | | |
| Rational Number | | | | |
| Real number | | | | |
| Scatter Plot | | | | |
| Scientific Notation | | | | |
| Sequence | | | | |
| Simplest Form | | | | |
| Slope | | | | |
| Solution | | | | |
| Standard form | | | | |
| Term | | | | |
| Trinomial | | | | |
| Value | | | | |
| Variable | | | | |
| Whole numbers | | | | |
| x-coordinate | | | | |
| y-coordinate | | | | |
| y-intercept | | | | |

| Zero Product | | | |
|--------------|--|--|--|
| Property | | | |
| rioperty | | | |
| | | | |
| Zero | | | |
| exponent | | | |

| | Skills (What | Content/Activities/Readi | Formal | Common Core | Resources |
|---------------|---------------------|----------------------------|-----------------|--------------------|---------------------------|
| December | will the | ngs (What will we use to | assessment | Standards | |
| | student be | help the student learn the | Options (How | (How do these | |
| | able to do?) | skill?) | will we know if | skills relate to | |
| | • | , | the skill has | the Common | |
| | | | been | Core?) | |
| | | | mastered?) | , | |
| Algebra 1 | The Real | | KTEAII | | Smartboard |
| Vocabulary: | <u>Number</u> | Divide monomials. | | The Real | |
| | <u>System</u> | | | <u>Number</u> | |
| Absolute | | | AIMSweb | <u>System</u> | Textbooks-Glenco, |
| Value | Creating | Use division properties of | | | Pacemaker, etc |
| | <u>Equations</u> | exponents to evaluate | | N.RN.1 | |
| Associative | | and simplify expressions. | ESY | N.RN.2 | |
| and | Reasoning | | | | www.mathbits.com |
| commutative | <u>with</u> | | | | |
| property of: | <u>Equations</u> | Use properties of rational | Cornell Notes | | |
| multiplicatio | <u>and</u> | exponents to simplify | | Interpreting | www.algebra1teachers.com |
| n & addition | <u>Inequalities</u> | expressions. | | <u>Functions</u> | |
| | | | observation | | |
| Adding | Interpreting | | | F.IF.8 | www.learner.org |
| integers | <u>Functions</u> | Convert between radicals | | | |
| | | and rational exponents. | Checklists | | |
| Addition | | | | | www.purplemath.com |
| (and | Seeing | | | Seeing | |
| Subtraction) | Structure In | Classify and write | Conferences | Structure In | |
| Property for | <u>Expressions</u> | polynomials in standard | (student/teache | <u>Expressions</u> | www.ixl.com/math/algebra- |
| Inequality | | form. | r and/or | | 1 |
| | <u>Arithmetic</u> | | teacher/parent) | A.SSE.1 | |
| Additive | <u>with</u> | | | A.SSE.2 | |
| Identity | <u>Polynomials</u> | Evaluate polynomial | | A.SSE.3 | www.internet4classroom.co |
| Property | and Rational | expressions. | Reviews | | m |
| | <u>Expressions</u> | | | Arithmetic with | |
| Additive | | | | <u>Polynomials</u> | |
| Inverse | | | Weekly content | and Rational | www.goorulearning.org |
| Property | | | quizzes/tests | <u>Expressions</u> | |

| | 7 | 1 | | | |
|--|---|---|------------------------|---------|---------------------------|
| Algebra | | | Games | A.APR.1 | www.hippocampus.org |
| Algebraic Expression | | | Individual or | | www.math-play.com |
| Arithmetic Operation | | | group projects | | www.homeschoolmath.net |
| Axes | | | Exit slips | | www.mathblaster.com |
| Best-Fit Line Binomial | | | Daily class work | | |
| Boundary | | | Homework | | www.freetech4teachers.com |
| Coefficient | | | Monthly | | www.coolmath.com |
| Complex fraction | | | progress monitoring | | www.rubistar.com |
| Compound Event | | | Progress reports | | www.pbs.org KTAEII |
| Compound Inequality | | | Report cards | | AIMSweb |
| Consistent | | | | | |
| Constants | | | | | |
| Coordinate Plane | | | | | |
| Monomial | | | | | |
| Polynomial | | | | | |
| Variable | | | | | |
| Division Property for Inequality | | | | | |
| distributive property | | | | | |

| Domain | | | |
|-----------------------|--|--|--|
| Equal | | | |
| Equation | | | |
| Evaluate | | | |
| Exponent | | | |
| Expression | | | |
| Factors | | | |
| FOIL Method | | | |
| Formula | | | |
| Half-Plane | | | |
| Integer | | | |
| Intersection | | | |
| mean | | | |
| Number Line | | | |
| Like Terms | | | |
| Linear Equation | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| Order of operations | | | |
| Power of a Product | | | |
| Square root | | | |
| Probability | | | |

| F- | , | | |
|------------------------|--------------|--|--|
| Quadrant | | | |
| Quotient | | | |
| Radical sign | | | |
| Range | | | |
| Rate | | | |
| Ratio | | | |
| Rational Number | | | |
| Real number | | | |
| Scatter Plot | | | |
| Scientific Notation | | | |
| Sequence | | | |
| Simplest Form | | | |
| Slope | | | |
| Solution | | | |
| Standard form | | | |
| Term | | | |
| Trinomial | | | |
| Value | | | |
| Variable | | | |
| Whole numbers | | | |
| x-coordinate | | | |
| y-coordinate | | | |

| y-intercept | | | |
|--------------------------|--|--|--|
| Zero Product Property | | | |
| Zero exponent | | | |

| January | Skills (What will the student be able to do?) | Content/Activities/Readin gs (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------------------|--|---|--|--|---------------------------|
| Algebra 1 | Seeing | Add and subtract | KTEAII | | Smartboard |
| Vocabulary: | <u>Structure</u> | polynomials. | | <u>Arithmetic</u> | |
| | <u>in</u> . | | A 12 45 1 | with | |
| Absolute | <u>Expressiom</u> | Multiply and divide | AIMSweb | <u>Polynomial</u> | Textbooks-Glenco, |
| Value | <u>s</u> | polynomials by monomials. | | <u>s and</u> Rational | Pacemaker, etc |
| Associative | Arithmetic | Multiply two binomials | ESY | Expression | |
| and | with | using the FOIL method. | | <u>S</u> | www.mathbits.com |
| commutativ | Polynomial | asing the Folemethod. | | <u> </u> | www.machibies.com |
| e property of: multiplicatio | s and Rational Expressions | Expand the FOIL method to multiply polynomials in general. | Cornell Notes | A.APR.1 | www.algebra1teachers.com |
| n & addition | | | observation | | |
| Adding integers | | Factor polynomials by using the greatest common factor. | Checklists | Seeing Structure In | www.learner.org |
| | | | | Expression | www.purplemath.com |
| Addition | | Factor polynomials using | | <u>s</u> | |
| (and | | the grouping method. | Conferences | | |
| Subtraction) | | | (student/teach | A.SSE.1 | www.ixl.com/math/algebra- |
| Property for | | Factor quadratic trinomials | er and/or | A.SSE.2 | 1 |
| Inequality | | when a=1. | teacher/parent) | A.SSE.3 | |
| Additive | | Factor quadratic trinomials | | | www.internet4classroom.co |
| Identity | | when a>1. | Reviews | | m |

| _ | | T | Ι | |
|---------------------------------|--|---------------------------------|---|--------------------------|
| Property | | | | |
| Additive Inverse Property | | Weekly content quizzes/tests | | www.goorulearning.org |
| Algebra | | Games | | www.hippocampus.org |
| Algebraic Expression | | Individual or | | www.math-play.com |
| Arithmetic Operation | | group projects | | www.homeschoolmath.net |
| Axes | | Exit slips | | www.mathblaster.com |
| Best-Fit Line | | Daily class work | | |
| Binomial | | Homework | | www.freetech4teachers.co |
| Boundary | | | | m |
| Coefficient | | Monthly progress | | www.coolmath.com |
| Complex fraction | | monitoring rubrics | | www.rubistar.com |
| Compound Event | | Progress | | www.pbs.org KTAEII |
| Compound Inequality | | reports | | AIMSweb |
| Consistent | | Report cards | | |
| Constants | | | | |
| Coordinate Plane | | | | |
| Monomial | | | | |
| Polynomial | | | | |
| Variable | | | | |
| Division Property for | | | | |

| Inequality | <u> </u> | | T |
|--------------|----------|--|---|
| inequality | | | |
| distributive | | | |
| property | | | |
| Domain | | | |
| Domain | | | |
| Equal | | | |
| | | | |
| Equation | | | |
| Evaluate | | | |
| Lvaidate | | | |
| Exponent | | | |
| | | | |
| - Francosion | | | |
| Expression | | | |
| Factors | | | |
| | | | |
| FOIL Method | | | |
| Formula | | | |
| Formula | | | |
| Half-Plane | | | |
| | | | |
| Integer | | | |
| Intersection | | | |
| intersection | | | |
| mean | | | |
| | | | |
| Number Line | | | |
| Like Terms | | | |
| Like Terris | | | |
| Linear | | | |
| Equation | | | |
| | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| | | | |
| Order of | | | |
| operations | | | |
| Power of a | | | |
| Product | | | |
| 1100000 | | | |

| | I | | 1 | T | |
|------------------------|---|--|---|---|--|
| Square root | | | | | |
| Probability | | | | | |
| Quadrant | | | | | |
| Quotient | | | | | |
| Radical sign | | | | | |
| Range | | | | | |
| Rate | | | | | |
| Ratio | | | | | |
| Rational Number | | | | | |
| Real number | | | | | |
| Scatter Plot | | | | | |
| Scientific Notation | | | | | |
| Sequence | | | | | |
| Simplest Form | | | | | |
| Slope | | | | | |
| Solution | | | | | |
| Standard form | | | | | |
| Term | | | | | |
| Trinomial | | | | | |
| Value | | | | | |
| Variable | | | | | |
| Whole | | | | | |

| numbers | | | | |
|--------------------------|--|--|--|--|
| x-coordinate | | | | |
| y-coordinate | | | | |
| y-intercept | | | | |
| Zero Product Property | | | | |
| Zero exponent | | | | |

| February | Skills (What will the student be able to do?) | Content/Activities/Readin gs (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|---------------------|--|---|--|--|---------------------------|
| Algebra 1 | | Factor perfect square | KTEAII | | Smartboard |
| <u>Vocabulary</u> : | Interpretin g Functions | trinomials. | | Interpretin g Functions | |
| Absolute | | Factor the difference of | AIMSweb | | Textbooks-Glenco, |
| Value | | two squares. | | F.IF.1 | Pacemaker, etc |
| | Seeing | | | F.IF.2 | |
| Associative | <u>Structure</u> | Form a perfect-square | ESY | F.IF.4 | |
| and | <u>In</u> | trinomial from a given | | | www.mathbits.com |
| commutativ | Expression | quadratic binomial. | | | |
| e property | <u>s</u> | | Cornell Notes | Seeing | |
| of: | | Solve quadratic equations | | <u>Structure</u> | www.algebra1teachers.com |
| multiplicatio | | by factoring. | | <u>In</u> | |
| n & addition | | | observation | <u>Expression</u> | |
| | | Identify relations and | | <u>S</u> | www.learner.org |
| Adding | | functions. | Charal Para | A CCE 4 | |
| integers | | Find the demain and reces | Checklists | A.SSE.1 | www.nurnlamath.com |
| Addition | | Find the domain and range | | A.SSE.2 | www.purplemath.com |
| | | of relations and functions. | Conferences | A.SSE.3 | |
| (and | | Turicuons. | | | www.ivl.com/math/algabra |
| Subtraction) | | | (student/teache | | www.ixl.com/math/algebra- |

| Property for | Identify independent and | r and/or | 1 |
|---------------|--------------------------|------------------|---------------------------|
| Inequality | dependent variables. | teacher/parent) | |
| | | | |
| Additive | Write an equation in | D | www.internet4classroom.co |
| Identity | function notation and | Reviews | m |
| Property | evaluate a function for | | |
| Additive | given input values. | Weekly content | www.goorulearning.org |
| Inverse | | quizzes/tests | www.gooraicariiiig.org |
| Property | | 9412203/10313 | |
| , | | | www.hippocampus.org |
| Algebra | | Games | |
| | | | |
| Algebraic | | | www.math-play.com |
| Expression | | Individual or | |
| | | group projects | |
| Arithmetic | | | www.homeschoolmath.net |
| Operation | | - · · · | |
| A | | Exit slips | math blastan as m |
| Axes | | | www.mathblaster.com |
| Best-Fit Line | | Daily class work | |
| Dest-lit Line | | Daily Class Work | |
| Binomial | | | |
| | | Homework | www.freetech4teachers.co |
| Boundary | | | m |
| | | | |
| Coefficient | | Monthly | www.coolmath.com |
| | | progress | |
| Complex | | monitoring | www.rubistar.com |
| fraction | | | |
| | | | www.pbs.org |
| Compound | | Progress | I/TAFII |
| Event | | reports | KTAEII |
| Compound | | | AIMSweb |
| Inequality | | Report cards | ,eves |
| , | | | |
| Consistent | | rubrics | |
| | | | |
| Constants | | | |
| | | | |
| Coordinate | | | |
| Plane | | | |
| N.A. manada l | | | |
| Monomial | | | |
| Polynomial | | | |
| rolyholillai | | 1 | |

| Variable | | | | |
|--|--|--|--|--|
| Division Property for Inequality | | | | |
| distributive property | | | | |
| Domain | | | | |
| Equal | | | | |
| Equation | | | | |
| Evaluate | | | | |
| Exponent | | | | |
| Expression | | | | |
| Factors | | | | |
| FOIL Method | | | | |
| Formula | | | | |
| Half-Plane | | | | |
| Integer | | | | |
| Intersection | | | | |
| mean | | | | |
| Number Line | | | | |
| Like Terms | | | | |
| Linear Equation | | | | |
| Ordered Pair | | | | |
| Outcomes | | | | |

| | T | | T |
|------------------------|-------|--|---|
| Order of operations | | | |
| Power of a Product | | | |
| Square root | | | |
| Probability | | | |
| Quadrant | | | |
| Quotient | | | |
| Radical sign | | | |
| Range | | | |
| Rate | | | |
| Ratio | | | |
| Rational Number | | | |
| Real number | | | |
| Scatter Plot | | | |
| Scientific Notation | | | |
| Sequence | | | |
| Simplest Form | | | |
| Slope | | | |
| Solution | | | |
| Standard form | | | |
| Term | | | |
| Trinomial | | | |

| Value | | | |
|--------------------------|--|--|--|
| Variable | | | |
| Whole numbers | | | |
| x-coordinate | | | |
| y-coordinate | | | |
| y-intercept | | | |
| Zero Product Property | | | |
| Zero exponent | | | |

| March | Skills (What will the student be able to do?) | Content/Activities/Readin gs (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|---------------|--|--|--|--|--------------------------|
| Algebra 1 | The Real | Graph and interpret step | KTEAII | | Smartboard |
| Vocabulary: | <u>Number</u> | functions. | | <u>Interpretin</u> | |
| | <u>System</u> | | | g | |
| Absolute | | Graph and interpret | AIMSweb | <u>Functions</u> | Textbooks-Glenco, |
| Value | Reasoning | piecewise functions. | | | Pacemaker, etc |
| | <u>with</u> | | | F.1F.2 | |
| Associative | <u>Equations</u> | Relate arithmetic | ESY | F.IF.7 | |
| and | <u>and</u> | sequences to linear | | F.IF.8 | www.mathbits.com |
| commutativ | <u>Inequalities</u> | functions. | | | |
| e property | | | Cornell Notes | Building | |
| of: | Interpreting | Discover how adding a | | <u>Functions</u> | www.algebra1teachers.com |
| multiplicatio | <u>Functions</u> | constant to the parent | | | |
| n & | | function affects the graph | observation | F.BF.1 | |

| addition | Building Functions | of the function. | | | www.learner.org |
|--|----------------------------------|---|--|------------------------------|--------------------------------|
| Adding integers | Linear & Exponential | Use the zero's of a quadratic function to find the | Checklists | Linear & Exponentia I Models | www.purplemath.com |
| Addition (and Subtraction) Property for | Models Trigonometri c Functions | vertex of the graph of the function. | Conferences (student/teach er and/or teacher/parent | F.LE.2 F.LE.3 | www.ixl.com/math/algebra -1 |
| Inequality Additive Identity | | Discover how adding a constant to the parent function y = x2 affects the graph of the function. | Reviews | | www.internet4classroom.c om |
| Property Additive | | Use the zeros of a quadratic function to find the vertex of the graph of | Weekly content | | www.goorulearning.org |
| Inverse Property | | the function. | quizzes/tests | | www.hippocampus.org |
| Algebra | | Solve equations of the form ax2 = k. | Games | | www.math-play.com |
| Algebraic Expression Arithmetic | | · solve equations of the form ax2 = k where x is replaced by an algebraic | Individual or group projects | | www.homeschoolmath.net |
| Operation Axes | | expression. | Exit slips | | www.mathblaster.com |
| Best-Fit Line | | | Daily class work | | |
| Binomial | | | Homework | | www.freetech4teachers.co m |
| Boundary Coefficient | | | Monthly | | www.coolmath.com |
| Complex | | | Monthly progress monitoring | | www.rubistar.com |
| fraction | | | | | www.pbs.org |
| Compound Event | | | Progress reports | | KTAEII |
| Compound Inequality | | | Report cards | | AIMSweb |
| Consistent | | | | | |

| Constants | | | |
|----------------------------|--|--|--|
| | | | |
| Coordinate | | | |
| Plane | | | |
| Monomial | | | |
| Widildilliai | | | |
| Polynomial | | | |
| | | | |
| Variable | | | |
| | | | |
| Division | | | |
| Property for Inequality | | | |
| lifequality | | | |
| distributive | | | |
| property | | | |
| | | | |
| Domain | | | |
| Equal | | | |
| Lquai | | | |
| Equation | | | |
| | | | |
| Evaluate | | | |
| . | | | |
| Exponent | | | |
| | | | |
| Expression | | | |
| ' | | | |
| Factors | | | |
| | | | |
| FOIL | | | |
| Method | | | |
| Formula | | | |
| | | | |
| Half-Plane | | | |
| | | | |
| Integer | | | |
| Intersection | | | |
| intersection | | | |
| mean | | | |
| | | | |
| Number Line | | | |
| | | | |

| Like Terms | 1 | | |
|------------------------|---|--|--|
| Like Terms | | | |
| Linear | | | |
| Equation | | | |
| | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| | | | |
| Order of | | | |
| operations | | | |
| Power of a | | | |
| Product | | | |
| | | | |
| Square root | | | |
| Probability | | | |
| Probability | | | |
| Quadrant | | | |
| | | | |
| Quotient | | | |
| Radical sign | | | |
| Nauleal Sign | | | |
| Range | | | |
| | | | |
| Rate | | | |
| Ratio | | | |
| | | | |
| Rational | | | |
| Number | | | |
| Real number | | | |
| Tiedi TidiTide | | | |
| Scatter Plot | | | |
| Communica | | | |
| Scientific Notation | | | |
| Notation | | | |
| Sequence | | | |
| | | | |
| Simplest | | | |
| Form | | | |
| Slope | | | |
| | | | |

| Solution | | | |
|-----------------------------|--|--|--|
| Standard form | | | |
| Term | | | |
| Trinomial | | | |
| Value | | | |
| Variable | | | |
| Whole numbers | | | |
| x-coordinate | | | |
| y-coordinate | | | |
| y-intercept | | | |
| Zero Product Property | | | |
| Zero exponent | | | |

| April | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|-------------|--|--|--|--|-------------------|
| Algebra 1 | | Work with measures of | KTEAII | | Smartboard |
| Vocabulary: | <u>Statistics</u> | central tendency and | | | |
| | <u>and</u> | to | | <u>Statistics</u> | |
| Absolute | <u>Probabili</u> | decide the appropriate | AIMSweb | <u>and</u> | Textbooks-Glenco, |
| Value | <u>ty</u> | measure for a given | | <u>Probability</u> | Pacemaker, etc |
| | | data | | | |
| Associative | | set. | ESY | S.ID.1 | |
| and | | | | S.ID.2 | www.mathbits.com |
| commutativ | | Organize data in tables | | S.ID.3 | |

| of: multiplicatio n & addition Determine the theoretical and experimental probabilities of events. Addition Addition Addition Addition (and Subtraction) Property for Inequality Additive Identity Property the Fundamental Counting Additive Inverse number of choices that can be made from sets. Algebraic Expression Arithmetic Operation Axes Binomial Boundary Coefficient Compound Event Monthly Moww.lagebra1teach S.ID.5 S.ID.5 S.ID.5 S.ID.5 S.ID.5 S.ID.5 S.ID.6 Observation www.lagebra1teach ers.com www.lagebra1teach sch. S.ID.6 S.ID.5 S.ID.6 S.ID.6 Observation www.learner.org www.lea | e property | and graphs. | Cornell | S.ID.4 | |
|--|---------------------------------------|---------------------------------------|--------------|--------|--------------------|
| multiplication n & addition Determine the theoretical and theoretical and superimental probabilities of events. Addition (and Find the union and set. (and Subtraction) Froperty for Inequality Additive Identity Use tree diagrams and the Fundamental Counting Property can be made from sets. Algebra Algebra Algebra Arithmetic Operation Arithmetic Operation Axes Best-Fit Line Binomial Boundary Complex fraction Determine the theoretical and observation Determine the theoretical and observation Chockelists Choose a table or graph to display data. observation Observation Chockelists Chockelists Www.learner.org ww | | and graphs. | | | www.algebra1teach |
| n & dadition Determine the theoretical and experimental probabilities of events. Addition (and Subtraction) Property for Inequality Identity Identity Identity Inverse Inver | | Chaosa a table or | Notes | | _ |
| addition Determine the theoretical and experimental probabilities of events. Addition (and Find the union and subtraction) Find the union and intersection of sets. Additive Identity Identity Identity Property Incomperty Algebra Algebra Algebra Algebra Arithmetic Operation Axes Best-Fit Line Binomial Boundary Complex fraction Complex fraction Compound Event Addition Addition Find the union and experimental probabilities of events. Conference so the content experimental content quizes/test soom.com Www.ist.com/math/algebra-1 www.ist.com/mat | I - I | | | 3.10.0 | ers.com |
| Adding integers experimental experimental experimental probabilities of events. Addition (and Subtraction) Find the union and subtraction) intersection of sets. Property for Inequality Count elements of a set. Additive Identity Property the Fundamental Counting Principle to count the Inverse number of choices that can be made from sets. Algebra Algebraic Expression Arithmetic Operation Axes Binomial Best-Fit Line Binomial Event Compound Event Com | | graph to display data. | observation | | |
| Adding integers | addition | Datarmina tha | Observation | | wayay loornor org |
| integers experimental probabilities of events. Addition (and Subtraction) Find the union and intersection of sets. Property for Inequality Count elements of a set. Additive Identity Use tree diagrams and the Fundamental Counting Principle to count the number of choices that can be made from sets. Algebra Algebra Expression Arithmetic Operation Axes Binomial Binomial Binomial Complex fraction Bondary Compound Event Co | A ddin a | | | | www.iearrier.org |
| Addition (and Subtraction) Property for Inequality Additive Identity Property Inverse Inverse Inverse Inverse Inverse Inverse Individual Individual Operation Axes Individual Binomial Boundary Complex fraction Compound Event Individual Compound Event Individual | <u> </u> | | Chaaldiata | | |
| Addition (and Subtraction) Property for Inequality Additive Identity Inverse Property Algebra Algebra Algebra Arithmetic Operation Axes Binomial Binomial Binomial Binomial Binomial Complex fraction Compound Event Counting Intersection of sets. Conference s (student/te acher / student/te acher and/or teacher/par and/or teacher/par ent) Woww.ixl.com/math/ algebra Www.ixl.com/math/ algebra-1 Wewkly content Www.internet4classr oom.com Wewkly content Quizzes/test S Org Www.homeschoolm ath.net Www.ixl.com/math/ algebra-1 Www.ixl.com/math/ algebra-1 Www.ixl.com/math/ algebra-1 Www.ixl.com/math/ algebra-1 Www.ixl.com/math/ algebra-1 Www.internet4classr Www.goorulearning. Org Www.hippocampus. org Fames Www.hippocampus. org Www.homeschoolm ath.net Www.mathblaster.c om Www.reetech4teac hers.com Www.coolmath.com | integers | · · · · · · · · · · · · · · · · · · · | Checklists | | |
| (and Subtraction) Find the union and intersection of sets. Conference s (student/te acher and/or teacher/par and/or teacher | A data | probabilities of events. | | | • • |
| Subtraction) Property for Inequality Inequality Count elements of a set. Additive Identity Property Inequality Counting Additive Inverse Property Algebra Algebra Arithmetic Operation Axes Best-Fit Line Binomial Boundary Coefficient Compound Event Intersection of sets. Intersection of sets. S (student/te and/or teacher/par and/or teacher/par ent) Www.internet4classr oom.com Wewkly Www.internet4classr oom.com Weekly Content quizzes/test S Games Individual Or group projects Www.hippocampus. Org www.homeschoolm ath.net Weww.mathblaster.c om Www.mathblaster.c om Monthly | | et al the street and | C - (C | | m |
| Property for Inequality Inequality Additive Identity Identity Identity Property Inequality Additive Identity Identity Property Identity Additive Inverse Additive Inverse Inverse Property Algebra Algebra Algebra Arithmetic Operation Axes Best-Fit Line Binomial Boundary Complex fraction Compound Event Inequality Count elements of a acher and/or teacher/par ent) Ise tree diagrams and the Fundamental counting ent) Weww.internet4classr oom.com Weww.internet4classr oom.com Weww.mathenter Weekly Content quizzes/test S Individual Or group projects Binomial Boundary Coefficient Compound Event Individual Or group Projects Daily class Woww.mathblaster.c Weww.mathblaster.c Monthly Www.coolmath.com | · | | | | |
| Inequality Additive Identity Identity Inverse | | intersection of sets. | _ | | |
| Additive Identity Use tree diagrams and the Fundamental Counting Principle to count the number of choices that can be made from sets. Algebra Algebraic Expression Arithmetic Operation Best-Fit Line Binomial Boundary Complex fraction Compound Event Additive Inverse number of choices that can be made from sets. Weekly content quizzes/test s org Weww.math-play.com Www.homeschoolm ath.net Www.homeschoolm ath.net Www.freetech4teac hers.com Woww.freetech4teac hers.com Www.coolmath.com | · · · · · · · · · · · · · · · · · · · | | • | | |
| Additive Identity Property Identity Property Identity Property Identity Property Identity Property Identity Property Identity Identity Property Identity Ide | Inequality | | | | algebra-1 |
| Identity Property Lise tree diagrams and the Fundamental Counting Additive Inverse Inverse Property Algebra Algebra Arithmetic Operation Best-Fit Line Binomial Binomial Binomial Binomial Complux Grant Binomial Complux Graction Complux Graction Compound Event Lise Lis | | set. | | | |
| Property Additive Inverse Property Inverse Property Algebra Algebra Arithmetic Operation Best-Fit Line Binomial Binomial Complex fraction Compound Event Compound Event Additive Principle to count the number of choices that can be made from sets. Weekly content quizzes/test www.hippocampus. Games Games Individual or group projects Baily class work Compound Event Weekly content Quizzes/test www.hippocampus. Org Www.math-play.com Www.homeschoolm ath.net Daily class work Www.freetech4teac hers.com Www.coolmath.com | | | - | | |
| Additive Inverse Principle to count the number of choices that can be made from sets. Algebra Algebraic Expression Arithmetic Operation Best-Fit Line Binomial Boundary Coefficient Compound Event Additive Inverse number of choices that can be made from sets. Weekly content quizzes/test s www.hippocampus. org Weekly content quizzes/test s www.hippocampus. org Www.hippocampus. org Www.math-play.com Www.math-play.com Www.homeschoolm ath.net Www.math-play.com Www.mathblaster.c om Www.mathblaster.c om Www.mathblaster.c om Www.freetech4teac hers.com Www.coolmath.com | · | _ | ent) | | |
| Additive Inverse Principle to count the number of choices that can be made from sets. Algebra Algebraic Expression Arithmetic Operation Best-Fit Line Binomial Boundary Coefficient Compound Event Additive Inverse number of choices that can be made from sets. Weekly content quizzes/test www.hippocampus. Org Wew.hippocampus. Org Www.math-play.com Individual or group projects Exit slips Www.homeschoolm ath.net www.homeschoolm ath.net Www.mathblaster.c om Www.mathblaster.c om Www.freetech4teac hers.com Monthly | Property | | | | oom.com |
| Inverse Property Property Algebra Algebra Algebraic Expression Arithmetic Operation Best-Fit Line Binomial Binomial Complex fraction Compound Event Individual Fixed to the property Individual Fixed to the pro | | _ | | | |
| Property Algebra Algebra Algebra Algebra Can be made from sets. Weekly content quizzes/test s Org www.hippocampus. org Arithmetic Operation Axes Individual or group projects Binomial Binomial Exit slips Boundary Coefficient Complex fraction Compound Event Daily class work Monthly Org www.hippocampus. org www.math- play.com www.homeschoolm ath.net www.mathblaster.c om www.mathblaster.c om www.mathblaster.c om www.freetech4teac hers.com www.coolmath.com | | I | Reviews | | |
| Algebra Algebra Algebra Algebraic Expression Arithmetic Operation Axes Binomial Best-Fit Line Binomial Coefficient Complex fraction Compound Event be made from sets. Weekly content quizzes/test s Woww.hippocampus. Www.math-play.com www.math-play.com www.homeschoolm ath.net Exit slips Weww.mathblaster.c om www.mathblaster.c om www.mathblaster.c om www.freetech4teac hers.com www.freetech4teac www.coolmath.com www.coolmath.com | | number of choices that | | | www.goorulearning. |
| Algebra Algebraic Expression Arithmetic Operation Axes Individual or group projects Binomial Boundary Coefficient Complex fraction Compound Event Algebrai content quizzes/test s www.hippocampus. org www.math- play.com www.homeschoolm ath.net Exit slips www.mathblaster.c om Www.freetech4teac hers.com www.freetech4teac hers.com www.coolmath.com | Property | | | | org |
| Algebraic Expression Arithmetic Operation Axes Best-Fit Line Binomial Boundary Coefficient Complex fraction Compound Event Arithmetic Operation Games Www.hippocampus. org www.math- play.com www.homeschoolm ath.net Exit slips Www.mathblaster.c om www.mathblaster.c om www.freetech4teac hers.com www.freetech4teac hers.com www.coolmath.com | | be made from sets. | • | | |
| Algebraic Expression Arithmetic Operation Axes Individual or group www.homeschoolm ath.net Binomial Boundary Coefficient Complex fraction Compound Event Arithmetic Ogemes Games Individual or group www.homeschoolm ath.net Exit slips Daily class work Www.freetech4teac hers.com Www.coolmath.com | Algebra | | | | |
| Expression Arithmetic Operation Axes Individual or group www.homeschoolm ath.net Binomial Boundary Coefficient Complex fraction Compound Event Expression Games Www.math-play.com Www.homeschoolm ath.net Exit slips Www.mathblaster.c om Www.freetech4teac hers.com Www.freetech4teac hers.com Www.coolmath.com | | | quizzes/test | | www.hippocampus. |
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| Axes Best-Fit Line Binomial Boundary Coefficient Complex fraction Compound Event Individual or group projects www.homeschoolm ath.net www.mathblaster.c om www.mathblaster.c om www.mathblaster.c om www.freetech4teac hers.com www.coolmath.com | | | Games | | |
| Best-Fit Line Binomial Boundary Coefficient Complex fraction Compound Event Does group projects Exit slips Exit slips Www.mathblaster.c om Www.freetech4teac hers.com www.coolmath.com | Operation | | | | play.com |
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| Best-Fit Line Binomial Exit slips Exit slips Www.mathblaster.c om Coefficient Complex fraction Compound Event Monthly ath.net www.mathblaster.c www.mathblaster.c om www.freetech4teac hers.com www.coolmath.com | Axes | | Individual | | |
| Binomial Exit slips Www.mathblaster.c om Coefficient Complex fraction Compound Event Daily class work Www.freetech4teac hers.com www.coolmath.com | | | or group | | |
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| Boundary Coefficient Daily class work Complex fraction Homework Compound Event Monthly om www.freetech4teac hers.com www.coolmath.com | Binomial | | | | |
| Coefficient Daily class work Complex fraction Homework Compound Event Monthly | | | Exit slips | | www.mathblaster.c |
| Complex fraction | Boundary | | | | om |
| Complex fraction | | | | | |
| Complex fraction | Coefficient | | | | |
| fraction | | | work | | |
| Compound Event Homework hers.com Monthly | Complex | | | | |
| Compound Event Monthly www.coolmath.com | fraction | | | | www.freetech4teac |
| Event Www.coolmath.com Monthly | | | Homework | | hers.com |
| Monthly | Compound | | | | |
| | Event | | | | www.coolmath.com |
| | | | Monthly | | |
| Compound progress www.rubistar.com | Compound | | progress | | www.rubistar.com |

| Inequality | | monitoring | |
|----------------------------|--|-----------------|-------------|
| | | monitoring | www.pbs.org |
| Consistent | | Progress | KTAEII |
| Constants | | reports | AIMSweb |
| Coordinate | | | Allvisweb |
| Plane | | Report cards | |
| Monomial | | | |
| Polynomial | | | |
| Variable | | | |
| Division | | | |
| Property for Inequality | | | |
| distributive | | | |
| property | | | |
| Domain | | | |
| Equal | | | |
| Equation | | | |
| Evaluate | | | |
| Exponent | | | |
| | | | |
| Expression | | | |
| Factors | | | |
| FOIL Method | | | |
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| Formula | | | |
| Half-Plane | | | |
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| Intersection | | | |

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| LIKE TETTIS | | | |
| Linear | | | |
| Equation | | | |
| Ordered Pair | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| | | | |
| Order of | | | |
| operations | | | |
| Power of a | | | |
| Product | | | |
| Causes root | | | |
| Square root | | | |
| Probability | | | |
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| Quadrant | | | |
| Quotient | | | |
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| Scientific Notation | | | |
| INOCACION | | | |
| Sequence | | | |
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| Simplest | | | |
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| Form | | | |
| | | | |
| Slope | | | |
| | | | |
| Solution | | | |
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| Standard | | | |
| form | | | |
| | | | |
| Term | | | |
| | | | |
| Trinomial | | | |
| | | | |
| Value | | | |
| | | | |
| Variable | | | |
| | | | |
| Whole | | | |
| numbers | | | |
| | | | |
| x-coordinate | | | |
| | | | |
| y-coordinate | | | |
| _ | | | |
| y-intercept | | | |
| 70.00 | | | |
| Zero | | | |
| Product | | | |
| Property | | | |
| Zero | | | |
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| exponent | | | |

| Мау | Skills (What will the student be able to do?) | Content/Activities/Readi ngs (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|--|---|---|--|--|-------------------------------------|
| Algebra 1 | | Work with measures of | KTEAII | | Smartboard |
| Vocabulary: Absolute Value | Statistics and Probability | central tendency and to decide the appropriate measure for a given data set. | AIMSweb | Statistics and Probability S.ID.1 | Textbooks-Glenco, Pacemaker, etc |
| Associative and commutative property of: | | Organize data in tables and graphs. Choose a table or graph | ESY Cornell Notes | S.ID.2 S.ID.3 S.ID.4 S.ID.5 | www.mathbits.com |
| multiplication | | to display data. | | S.ID.6 | www.algebra1teacher s.com |
| Adding integers | | Determine the theoretical and experimental probabilities of events. | observation Checklists | | www.learner.org |
| Addition (and Subtraction) | | Find the union and intersection of sets. | Conferences | | www.purplemath.com |
| Property for Inequality | | Count elements of a set. | (student/teache r and/or teacher/parent) | | www.ixl.com/math/al gebra-1 |
| Additive Identity Property | | Use tree diagrams and the Fundamental Counting Principle to count the | Reviews | | www.internet4classro om.com |
| Additive Inverse | | number of choices that can | Weekly content | | |
| Property Algebra | | be made from sets. | quizzes/tests | | www.goorulearning.or |
| Algebraic | | | Games | | www.hippocampus.or |
| Expression Arithmetic | | | Individual or group projects | | g |
| Operation | | | | | www.math-play.com |
| Axes Best-Fit Line | | | Exit slips | | www.homeschoolmat h.net |

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|-------------------|--|------------------------|---------------------|
| Binomial | | Daily class work | |
| | | | www.mathblaster.co |
| Boundary | | Homework | m |
| Coefficient | | | |
| Carrella | | Monthly | |
| Complex fraction | | progress monitoring | www.freetech4teache |
| | | 5 55 0 | rs.com |
| Compound Event | | Progress reports | www.coolmath.com |
| LVCIIC | | 1 Togress Teports | www.coomatn.com |
| Compound | | Poport cards | www.rubistar.com |
| Inequality | | Report cards | www.pbs.org |
| Consistent | | | KTAEII |
| Constants | | | AIMSweb |
| Coordinate | | | |
| Plane | | | |
| Monomial | | | |
| Polynomial | | | |
| Variable | | | |
| Division | | | |
| Property for | | | |
| Inequality | | | |
| distributive | | | |
| property | | | |
| Domain | | | |
| Faual | | | |
| Equal | | | |
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| Evaluate | | | |
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| Exponent | | | |
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| Expression | | | |

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| Factors | | | |
| FOIL Method | | | |
| Formula | | | |
| Half-Plane | | | |
| Integer | | | |
| Intersection | | | |
| mean | | | |
| Number Line | | | |
| Like Terms | | | |
| Linear Equation | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| Order of operations | | | |
| Power of a Product | | | |
| Square root | | | |
| Probability | | | |
| Quadrant | | | |
| Quotient | | | |
| Radical sign | | | |
| Range | | | |
| Rate | | | |
| Ratio | | | |

| Rational Number | |
|---------------------------|--|
| | |
| | |
| 1_ , , | |
| Real number | |
| | |
| Scatter Plot | |
| | |
| Scientific | |
| Notation | |
| | |
| Sequence | |
| Sequence | |
| Cimplest | |
| Simplest | |
| Form | |
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| Slope | |
| | |
| Solution | |
| | |
| Standard | |
| form | |
| | |
| Term | |
| | |
| Trinomial | |
| | |
| Value | |
| Value | |
| Variable | |
| Variable | |
| | |
| Whole | |
| numbers | |
| | |
| x-coordinate x-coordinate | |
| | |
| y-coordinate | |
| | |
| y-intercept | |
| | |
| Zero Product | |
| Property | |
| | |
| Zero | |
| | |
| exponent | |

| June | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|---|---|--|--|--|-------------------------------------|
| Algebra 1 | Ctatiatian and | Calva avaldama | KTEAII | | Smartboard |
| Vocabulary: Absolute Value | Statistics and Probability | Solve problems involving permutations and combinations. | AIMSweb | Statistics and Probability | Textbooks-Glenco, Pacemaker, etc |
| Associative and commutative | | | ESY | S.ID.1 S.ID.2 S.ID.3 | www.mathbits.com |
| property of: multiplicatio n & addition | | | Cornell Notes observation | S.ID.4 S.ID.5 S.ID.6 | www.algebra1teachers.co m |
| Adding integers | | | Checklists | | www.learner.org |
| Addition (and Subtraction) | | | Conferences | | www.purplemath.com |
| Property for Inequality | | | (student/teache r and/or teacher/parent) | | www.ixl.com/math/algebr a-1 |
| Additive Identity Property | | | Reviews | | www.internet4classroom. |
| Additive Inverse Property | | | Weekly content quizzes/tests | | www.goorulearning.org |
| Algebra Algebraic | | | Games | | www.hippocampus.org |
| Expression Arithmetic | | | Individual or group projects | | www.math-play.com |
| Operation Axes | | | Exit slips | | www.homeschoolmath.ne t |

| Best-Fit Line | | | |
|------------------------|--|------------------|-------------------------|
| best-rit Line | | Daily class work | www.mathblaster.com |
| Binomial | | Duny class Work | www.mathblaster.com |
| Boundary | | Homework | |
| Coefficient | | Monthly | www.freetech4teachers.c |
| Complex | | progress | |
| fraction | | monitoring | www.coolmath.com |
| | | | |
| Compound Event | | Progress reports | www.rubistar.com |
| | | riogiess reports | www.pbs.org |
| Compound Inequality | | Report cards | KTAEII |
| Consistent | | | AIMSweb |
| Constants | | | |
| Coordinate Plane | | | |
| Tiuric | | | |
| Monomial | | | |
| Polynomial | | | |
| Variable | | | |
| Division | | | |
| Property for | | | |
| Inequality | | | |
| distributive | | | |
| property | | | |
| | | | |
| Domain | | | |
| Equal | | | |
| Equation | | | |
| Evaluate | | | |
| Exponent | | | |
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| Expression | | | |
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| Factors | | | |
| FOIL Method | | | |
| Formula | | | |
| Half-Plane | | | |
| Integer | | | |
| Intersection | | | |
| mean | | | |
| Number Line | | | |
| Like Terms | | | |
| Linear Equation | | | |
| Ordered Pair | | | |
| Outcomes | | | |
| Order of operations | | | |
| Power of a Product | | | |
| Square root | | | |
| Probability | | | |
| Quadrant | | | |
| Quotient | | | |
| Radical sign | | | |
| Range | | | |
| Rate | | | |
| Ratio | | | |

| Rational Number | | | |
|--------------------------|--|--|--|
| Real number | | | |
| Scatter Plot | | | |
| Scientific Notation | | | |
| Sequence | | | |
| Simplest Form | | | |
| Slope | | | |
| Solution | | | |
| Standard form | | | |
| Term | | | |
| Trinomial | | | |
| Value | | | |
| Variable | | | |
| Whole numbers | | | |
| x-coordinate | | | |
| y-coordinate | | | |
| y-intercept | | | |
| Zero Product Property | | | |
| Zero exponent | | | |

| September | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Additional Resources |
|--------------------------------|---|---|--|--|------------------------|
| Content & Vocabulary: | Expressing | GPE. | Macmillan | Geometric | Mathwire.com |
| Formulas from | Geometric | -find the slope of a line or | McGraw-Hill | <u>Properties</u> | Chanandaeth |
| Coordinate Geometry | <u>Properties</u> with | segment, given two points on that line or segment. | chapter assessments | with | Sheppardsoftware.com |
| (Slope, Midpoint and Distance) | Equations | that line of segment. | assessifients | Equations G.GPE.6 | Mathplayground.com |
| · Copying a | Equations | -find or calculate the distance | Pre and post | G.GPE.7 | iviatripiaygrouriu.com |
| Segment/Angle | <u>Congruence</u> | between to finds, length of a | test | G.GFL.7 | Teachervison.com |
| · Bisecting a | congruence | segment, or the midpoint of | test | Congruence | reachervison.com |
| Segment/Angle | | a segment given the | Skills Tutor | G.CO.9 | Teacherspayteachers.c |
| · Constructing | | endpoints. | Skiiis Tator | G.CO.10 | om |
| Perpendicular Lines | | Chapolitis. | Teacher | G.CO.11 | |
| Constructing the | | -copy a given segment or | created | G.CO.12 | Youtube tutorials |
| Perpendicular Bisectors | | angle using basic | guizzes and | G.CO.13 | |
| · Constructing a Line | | construction tools. | tests | | Rubistar.com |
| Parallel to a Given Line | | | | | |
| Through a Point | | -use construction tools and | Graphic | | Graphic organizers |
| · Constructing | | procedures to bisect a | organizers | | |
| Equilateral Triangles and | | segment or angle. | | | www.mathbits.com |
| Squares | | | Homework | | |
| Inductive Reasoning | | -construct perpendicular | assignments | | www.learner.org |
| · Conditional Statements | | lines. | | | |
| · Deductive Reasoning | | | KTEA | | www.purplemath.com |
| · Biconditional | | -construct perpendicular | | | www.ixl.com |
| Statements | | bisectors of segment. | AIMSweb | | www.ixi.com |
| Algebraic Proofs | | | testing | | www.internet4classroo |
| · Geometric Proofs | | <u>C.</u> | | | m.com |
| · Flowcharts and | | -construct perpendicular | ESY testing | | III.COIII |
| Paragraph Proofs | | bisectors of segment. | Monthly | | www.goorulearning.org |
| | | -construct a line that is | Progress | | 12. |
| | | parallel to a given line | monitoring | | www.hippocampus.org |
| | | through a given point. | | | www.math-play.com |
| | | -construct equilateral | | | www.homeschoolmath |
| | | triangles using basic | | | |
| | | construction tools. | | | .net |
| | | -construct squares using | | | www.mathblaster.com |
| | | basic construction tools. | | | |
| | | basic construction tools. | | | www.freetech4teacher |
| | | -use inductive reasoning to | | | s.com |

| 1 | | |
|-------------------------------|--|---------------------|
| identify patterns and make | | www.coolmath.com |
| conjectures. | | |
| | | www.pbs.org |
| -disprove conjectures using | | |
| counterexamples. | | Kuta Software |
| counter examples. | | Geometry |
| Identify write and analyze | | , Worksheet/Test |
| -Identify, write, and analyze | | Generator |
| the truth value of a | | Generator |
| conditional statement. | | |
| | | |
| -write the inverse, converse, | | |
| and contrapositive of a | | |
| conditional statement. | | |
| | | |
| -use deductive reasoning. | | |
| use deddelive reasoning. | | |
| ita and analysa | | |
| -write and analyze | | |
| biconditional statements. | | |
| | | |
| -write algebraic proofs using | | |
| properties of equality and | | |
| congruence. | | |
| | | |
| -write two-column proofs. | | |
| process | | |
| -prove geometric concepts | | |
| - | | |
| using deductive reasoning. | | |
| | | |
| -write flowcharts and | | |
| paragraph proofs. | | |
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| October | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Standard Rationale (Why are we including these standards?) |
|------------------------------------|--|---|--|--|--|
| Content & | <u>Congruence</u> | CO. | Macmillan | <u>CO.</u> | Mathwire.com |
| Vocabulary: Lines and Angles | Expressing Geometric | -identify various types of lines relationships. | McGraw-Hill chapter assessments | G.CO.1 G.CO.8 G.CO.9 | Sheppardsoftware.com |
| · Angles | <u>Properties</u> | -identify and find measures | | | Mathplayground.com |
| Formed by Parallel Lines and | with Equations | of angles formed by two lines cut by a transversal. | Pre and post test | GPE. G.GPE.5 | Teachervison.com |
| Transversals Proving Lines | Similarity, Right | -apply theorems involving angles formed by two lines | Skills Tutor | SRT. G.SRT.4 | Teacherspayteachers.com |
| Parallel | Triangles, & Trigonometry | cut by a transversal. | Teacher created | | Youtube tutorials |
| Perpendicular Lines | | -prove that two lines are parallel or perpendicular. | quizzes and tests | | Rubistar.com |
| | | | | | Graphic organizers |
| | | -identify whether lines are parallel, perpendicular, or neither. | Graphic organizers | | www.mathbits.com |
| | | | Homework | | www.learner.org |
| | | -Slopes and Lines | assignments | | www.purplemath.com |
| | | -Lines in the Coordinate Plane | KTEA | | www.ixl.com |
| | | GPE. | AIMSweb testing | | www.internet4classroom.com |
| | | -find the slope of a line. | ESY testing | | www.goorulearning.org |
| | | -identify whether lines are parallel, perpendicular, or | Monthly | | www.hippocampus.org |
| | | neither. | Progress monitoring | | www.math-play.com |
| | | -write and graph lines in various forms. | | | www.homeschoolmath.net |
| | | -classify lines as parallel, | | | www.mathblaster.com |

| intersecting, or coinciding. | www.freetech4teachers.com |
|---|--|
| SRTclassify triangles by angle | www.coolmath.com |
| and side measures. | www.pbs.org |
| -use classification to find missing angles and sides. | Kuta Software Geometry Worksheet/Test Generator |
| -find interior or exterior | |
| angle measures in triangles. | |

| November | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Standard Rationale (Why are we including these standards?) |
|---|---|---|--|--|--|
| Content & | Congruence | CO. | Macmillan | Congruence | Mathwire.com |
| Vocabulary: Congruent Triangles | | -use properties of congruent triangles. | McGraw-Hill chapter assessments | G.CO.6 G.CO.7 G.CO.8 | Sheppardsoftware.com |
| · Triangle | | -proof two triangles | | G.CO.10 | Mathplayground.com |
| Congruence Triangle | | congruent. | Pre and post test | | Teachervison.com |
| Congruence (SSS, SAS, ASA, AAS, HL, | | -proof triangles congruent and apply that information to solve problems. | Skills Tutor | | Teacherspayteachers.com |
| and CPCTC) · Isosceles | | · | Teacher created | | Youtube tutorials |
| and | | -apply congruence rules to parts of congruent | quizzes and | | Rubistar.com |
| Equilateral Triangle | | triangles | tests | | Graphic organizers |
| Properties | | -proof triangles congruent and apply that information to solve problems. | Graphic organizers | | www.mathbits.com |
| | | · | Homework | | www.learner.org |
| | | -apply congruence rules to parts of congruent triangles. | assignments | | www.purplemath.com |
| | | -apply properties of | KTEA | | www.ixl.com |
| | | isosceles and equilateral triangles. | AIMSweb testing | | www.internet4classroom.com |
| | | -solve problems involving | ESY testing | | www.goorulearning.org |
| | | isosceles and equilateral triangles. | Monthly | | www.hippocampus.org |
| | | | Progress monitoring | | www.math-play.com |
| | | | | | www.homeschoolmath.net |
| | | | | | www.mathblaster.com |
| | | | | | www.freetech4teachers.com |
| | | | | | www.coolmath.com |

| | | www.pbs.org |
|--|--|--------------------------|
| | | Kuta Software Geometry |
| | | Worksheet/Test Generator |

| December | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Standard Rationale (Why are we including these standards?) |
|--|--|---|--|--|--|
| Content & | Congruence | CO. | Macmillan | <u>Congruence</u> | Mathwire.com |
| Vocabulary: Perpendicular and Angle | Similarity, Right | -prove and apply theorems involving perpendicular bisectors of segments and | McGraw-Hill chapter assessments | G.CO.10 Right | Sheppardsoftware.com |
| Bisectors • Bisectors of | Triangles & Trigonometry | angle bisectors. | Pre and | Triangles & | Mathplayground.com |
| Triangles · Medians | | -prove and apply properties of perpendicular bisector | post test | G.SRT.4 G.SRT.5 | Teachervison.com |
| and Altitudes of Triangles | | and angle bisectors of triangles. | Skills Tutor | | Teacherspayteachers.com |
| TheoremInequalities | | -apply properties of medians | Teacher created | | Youtube tutorials |
| in One Triangle | | of triangles. | quizzes and tests | | Rubistar.com |
| · Inequalities in Two | | -apply properties of altitudes of triangles. | Graphic | | Graphic organizers |
| Triangles The | | -find and work the various | organizers | | www.mathbits.com |
| Pythagorean Theorem | | centers related to triangles. | Homework assignments | | www.learner.org |
| · Applying Special Right | | SRTprove and use properties of | KTEA | | www.purplemath.com |
| Triangles | | triangle mid-segments. | AIMSweb | | www.ixl.com |
| | | -apply inequalities in one | testing | | www.internet4classroom.com |
| | | triangle. | ESY testing | | www.goorulearning.org |
| | | -apply inequalities in two | | | |

| triangles | Monthly | www.hippocampus.org |
|---|------------------------|---------------------------|
| -use the Pythagorean | Progress monitoring | www.math-play.com |
| Theorem and its converse to solve various problems. | | www.homeschoolmath.net |
| -use the Pythagorean | | www.mathblaster.com |
| inequalities to classify triangles. | | www.freetech4teachers.com |
| -apply properties of 45 - 45 - 90 triangles. | | www.coolmath.com |
| -apply properties of 30 - 60 - | | www.pbs.org |
| 90 triangles. | | Kuta Software Geometry |
| | | Worksheet/Test Generator |

| January | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Standard Rationale (Why are we including these standards?) |
|-----------------|---|---|--|--|--|
| Content & | Congruence | CO. | Macmillan | Congruence | Mathwire.com |
| Vocabulary: | | -classify polygons based on | McGraw-Hill | G.CO.3 | |
| Properties of | | their sides and angle | chapter | G.CO.11 | Sheppardsoftware.com |
| Polygons | | measure. | assessments | | |
| · Attributes of | | | | | Mathplayground.com |
| Polygons | | -find the measures of | Pre and | | |
| · Properties of | | interior and exterior angles | post test | | Teachervison.com |
| Parallelograms | | of polygons. | | | |
| Conditions of | | | Skills Tutor | | Teacherspayteachers.com |
| Parallelograms | | -work with interior and | | | |
| · Properties of | | exterior angle sums of | Teacher | | Youtube tutorials |
| Special | | polygons. | created | | |
| Parallelograms | | | quizzes and | | Rubistar.com |
| · Conditions of | | -prove and apply properties | tests | | |
| Special | | of parallelograms. | | | Graphic organizers |
| Parallelograms | | | Graphic | | |
| Properties of | | -prove that a quadrilateral is | organizers | | www.mathbits.com |
| Trapezoids | | a parallelogram. | | | |

| · Review of all | | Homework | www.learner.org |
|-----------------|------------------------------|-------------|----------------------------|
| Polygon and | -prove and use properties of | assignments | |
| Quadrilaterals | rectangles, squares, and | | www.purplemath.com |
| | rhombi. | KTEA | |
| | | | www.ixl.com |
| | -prove that a given | AIMSweb | www.internet4classroom.com |
| | quadrilateral is a square, | testing | www.internet-elassroom.com |
| | rectangle, or rhombus. | CCV tosting | www.goorulearning.org |
| | -apply rules of special | ESY testing | |
| | parallelograms. | Monthly | www.hippocampus.org |
| | paranelograms. | Progress | |
| | -identify and use properties | monitoring | www.math-play.com |
| | of trapezoids to solve | | www.homeschoolmath.net |
| | problems. | | www.mornesenoomnatm.net |
| | | | www.mathblaster.com |
| | | | |
| | | | www.freetech4teachers.com |
| | | | www.coolmath.com |
| | | | www.cooimatn.com |
| | | | www.pbs.org |
| | | | , 5 |
| | | | Kuta Software Geometry |
| | | | Worksheet/Test Generator |

| February | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Standard Rationale (Why are we including these standards?) |
|--------------------|---|---|--|--|--|
| Content & | Similarity, | SRT. | Macmillan | Similarity, | Mathwire.com |
| Vocabulary: | <u>Right</u> | -write and simplify ratios. | McGraw-Hill | <u>Right</u> | |
| -Ratios and | Triangles & | | chapter | Triangles & | Sheppardsoftware.com |
| Proportions | Trigonometry | -set proportions of use them to | assessments | Trigonometry | |
| | | solve problems. | | G.SRT.1 | Mathplayground.com |
| -Ratios in | | -identify two polygons as | Pre and post | G.SRT.2 | |
| Similar | | similar. | test | G.SRT.3 | Teachervison.com |
| Polygons | | | | | |
| Triangle | | -solve problems by applying | Skills Tutor | | Teacherspayteachers.co |
| Similarity: | | properties of similar polygons. | | | m |

| AA, SSS and | | Teacher | |
|---------------|--|-----------------|------------------------|
| SAS. | -proof certain triangles are | created quizzes | Youtube tutorials |
| | similar using various methods. | and tests | |
| -Applying | | | Rubistar.com |
| Properties of | -solve problems involving | Graphic | |
| Similar | similar triangles. | organizers | Graphic organizers |
| Triangles | | | |
| l | -use properties of similar | Homework | www.mathbits.com |
| -Using | triangles to find segment | assignments | |
| Proportional | lengths. | KTEA | www.learner.org |
| Relationships | annly proportion involving | KTEA | www.purplemath.com |
| | -apply properties involving similar triangles. | AIMSweb | www.par.premacmeem |
| | Sillilar triangles. | testing | www.ixl.com |
| | -use ratios to make indirect | testing | |
| | measurements. | ESY testing | www.internet4classroom |
| | measurements. | 237 (636.11) | .com |
| | | Monthly | |
| | | Progress | www.goorulearning.org |
| | | monitoring | www.hippocampus.org |
| | | | www.math-play.com |
| | | | |
| | | | www.homeschoolmath.n |
| | | | et |
| | | | www.mathblaster.com |
| | | | www.freetech4teachers. |
| | | | com |
| | | | Com |
| | | | www.coolmath.com |
| | | | www.pbs.org |
| | | | Kuta Software Geometry |
| | | | Worksheet/Test |
| | | | Generator |

| | CI III | Control (Anti-time (Book) | , | | Charles I Bartana I a (Miller |
|-----------------------------------|--------------------|--------------------------------|---------------|--------------------|-------------------------------|
| B.Co.vole | Skills | Content/Activities/Readings | | Common | Standard Rationale (Why are |
| March | (What will | (What will we use to help | assessment | Core | we including these |
| | the | the student learn the skill?) | Options | Standards | standards?) |
| | student be | | (How will | (How do | |
| | able to | | we know if | these skills | |
| | do?) | | the skill has | relate to | |
| | | | been | the | |
| | | | mastered?) | Common | |
| | | | | Core?) | |
| Content & | <u>Modeling</u> | MG. | Macmillan | <u>Modeling</u> | Mathwire.com |
| Vocabulary: | <u>with</u> | -find the area and perimeter | McGraw-Hill | <u>with</u> | |
| Triangle and | Geometry | of triangles. | chapter | Geometry | Sheppardsoftware.com |
| Quadrilateral | | | assessments | G.MG.1 | |
| (Area and | Conditional | -find the area and perimeter | | G.MG.2 | Mathplayground.com |
| Perimeter) | <u>Probability</u> | of various | Pre and | | |
| Circles (Area | <u>& the</u> | quadrilaterals | post test | Conditional | Teachervison.com |
| and | Rules of | | | <u>Probability</u> | |
| Circumference | <u>Probability</u> | -find the area and | Skills Tutor | <u>& the</u> | Teacherspayteachers.com |
|) Area and | | circumference of circles. | | Rules of | |
| Perimeter of | <u>Using</u> | | Teacher | Probability | Youtube tutorials |
| Composite | <u>Probability</u> | -find the area and perimeter | created | S.CP.1 | |
| Figures | to Make | of regular polygons. | quizzes and | S.CP.2 | Rubistar.com |
| Area and | Decisions | | tests | S.CP.3 | |
| Perimeter of | | -find the area and perimeter | | S.CP.4 | Graphic organizers |
| Regular | | of composite figures. | Graphic | S.CP.5 | |
| Polygons | | | organizers | S.CP.6 | www.mathbits.com |
| (Equilateral | | -find the area and perimeter | | S.CP.7 | |
| Triangle, | | of regular polygons. | Homework | S.CP.8 | www.learner.org |
| Square, and | | | assignments | S.CP.9 | |
| Regular | | -find the perimeter and area | | | www.purplemath.com |
| Hexagon w/o | | of figures in the coordinate | KTEA | Using | |
| Right Triangle | | plane. | | Probability | www.ixl.com |
| Trigonometry) | | • | AIMSweb | to Make | |
| Area and | | -find the approximate area | testing | Decisions | www.internet4classroom.com |
| Perimeter of | | of unknown figures. | J | S.MD.6 | |
| Coordinate | | | ESY testing | S.MD.7 | www.goorulearning.org |
| Plane | | CP. | | | www.hinnoconsess |
| Probability | | -review the vocabulary and | Monthly | | www.hippocampus.org |
| Review | | calculate the probabilities of | Progress | | www.math-play.com |
| Geometric | | simple events occurring | monitoring | | www.iiiatii-piay.coiii |
| | | based on information. | | | www.homeschoolmath.net |
| Probability | | | | | www.nomesenoomatn.net |
| | | MD. | | | www.mathblaster.com |
| | | -determine the basic | | | |
| | | probabilities of events | | | www.freetech4teachers.com |
| | | involving geometric models. | | | |
| | | | | | www.coolmath.com |
| | | -determine geometric | | | |
| | | probability. | | | |
| | 1 | p. coabincy. | | | |

| | | www.pbs.org |
|--|--|--------------------------|
| | | Kuta Software Geometry |
| | | Worksheet/Test Generator |

| | T | T | T | T | |
|-------------------------------------|------------------|----------------------|--------------------|------------------------|--------------------------------|
| - | Skills | Content/Activities/R | Formal | Common Core | Standard Rationale (Why are we |
| April | (What will | eadings (What will | assessment | Standards | including these standards?) |
| | the | we use to help the | Options (How | (How do these | |
| | student be | student learn the | will we know if | skills relate to | |
| | able to | skill?) | the skill has been | the Common | |
| | do?) | | mastered?) | Core?) | |
| Content & Vocabulary: | Geometric | GMD. | Macmillan | Geometric | Mathwire.com |
| Solid Geometry | <u>Measurem</u> | -classify three- | McGraw-Hill | <u>Measurement</u> | |
| Representation | ent & | dimensional figures | chapter | <u>& Dimension</u> | Sheppardsoftware.com |
| s of Three | <u>Dimension</u> | by using their | assessments | | |
| Dimensional | | properties. | _ | Modeling with | Mathplayground.com |
| Figures | Modeling | _ | Pre and post test | Geometry | |
| Representation | <u>with</u> | -use nets and cross | | | Teachervison.com |
| s of Three- | Geometry | sections to analyze | Skills Tutor | | |
| Dimensional | | three-dimensional | | | Teacherspayteachers.com |
| Figures | | figures. | Teacher created | | |
| Formulas in | | | quizzes and tests | | Youtube tutorials |
| Three- | | -draw or recognize | | | |
| Dimensional | | various | Graphic | | Rubistar.com |
| Space | | representations of | organizers | | |
| Surface/Lateral | | three-dimensional | | | Graphic organizers |
| Area | | figures. | Homework | | |
| (Cylinders, | | _ | assignments | | www.mathbits.com |
| Prisms, Cones, | | <u>MG.</u> | | | 1 |
| Pyramids, and | | -draw or recognize | KTEA | | www.learner.org |
| Spheres) | | various | | | nurnlamath com |
| Volumes | | representations of | AIMSweb testing | | www.purplemath.com |
| (Cylinders, | | three-dimensional | | | www.ixl.com |
| Prisms, Cones, | | figures. | ESY testing | | WWW.IAI.COIII |
| Pyramids, and | | C 1.1 | | | www.internet4classroom.com |
| Spheres) | | -find the surface | Monthly Progress | | |
| Comparing | | areas of prisms and | monitoring | | www.goorulearning.org |
| Surface Areas | | cylinders. | | | |
| and Volumes | | | | | www.hippocampus.org |
| | | -find the surface | | | |
| | | areas of pyramids | | | www.math-play.com |
| | | and cones. | | | |
| i | | | | | |

| -find the surface www.hom areas of spheres. | neschoolmath.net |
|---|-------------------|
| | |
| www.mati | hblaster.com |
| -solve problems www.freet | tech4teachers.com |
| concepts of surface area. www.cool | math.com |
| -find the volumes of www.pbs. | org |
| | vare Geometry |
| -find the volumes of prisms and cylinders. Workshee | t/Test Generator |
| -find the volumes of pyramids and cones. | |
| -find the volumes of spheres. | |
| -solve problems involving the | |
| concepts of volume. | |

| May | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Standard Rationale (Why are we including these standards?) |
|--------------------|---|---|--|--|--|
| Content & | Congruence | CO. | Macmillan | Congruence | Mathwire.com |
| Vocabulary: | | -identify and draw line | McGraw-Hill | G.CO.4 | |
| Reflections | <u>Circles</u> | reflections. | chapter | G.CO.5 | Sheppardsoftware.com |
| · Translations · | | | assessments | <u>Circles</u> | |
| Rotations | | -identify and draw | | G.C.1 | Mathplayground.com |
| · Composition of | | translations. | Pre and | G.C.2 | |
| Transformations | | | post test | G.C.3 | Teachervison.com |
| Symmetry | | -identify and draw rotations | | G.C.4 | |
| · Tessellations | | | Skills Tutor | G.C.5 | Teacherspayteachers.com |

| Bilation | 1 11 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 1 | T |
|-------------------|---|-------------|----------------------------|
| · Dilations | -work with isometries. | Tanahar | Voutubo tuto viola |
| Lines that | identificand durant | Teacher | Youtube tutorials |
| Intersect Circles | -identify and draw | created | Dubistan sam |
| · Arcs and | compositions of | quizzes and | Rubistar.com |
| Chords | transformations. | tests | |
| Sector Area | | | Graphic organizers |
| · Area of a | -identify and draw glide | Graphic | |
| Segment | reflections. | organizers | www.mathbits.com |
| · Arc Length | | | |
| · Inscribed | -identify and describe | Homework | www.learner.org |
| Angles | symmetry in geometric | assignments | I II |
| Angle | figures. | | www.purplemath.com |
| Relationships in | | KTEA | |
| Circles | -To use transformations to | | www.ixl.com |
| · Segment | draw tessellations. | AIMSweb | |
| Relationships in | | testing | www.internet4classroom.com |
| Circles | -identify regular and semi- | | |
| · Circles in the | regular tessellations. | ESY testing | www.goorulearning.org |
| Coordinate | | | |
| Plane | -determine if a figure will | Monthly | www.hippocampus.org |
| | tessellate. | Progress | www.math.nlav.com |
| | | monitoring | www.math-play.com |
| | -identify and draw dilations. | | www.homeschoolmath.net |
| | lacitiny and araw anations. | | www.nomeschoolmath.net |
| | -identify and draw line | | www.mathblaster.com |
| | reflections. | | www.mathbiaster.com |
| | Terrections. | | www.freetech4teachers.com |
| | -identify and draw | | www.irecteen-teachers.com |
| | translations. | | www.coolmath.com |
| | translations. | | |
| | -identify and draw rotations | | www.pbs.org |
| | -identity and draw rotations | | |
| | work with icomotries | | Kuta Software Geometry |
| | -work with isometries. | | Worksheet/Test Generator |
| | identificand duam | | · |
| | -identify and draw | | |
| | compositions of | | |
| | transformations. | | |
| | | | |
| | -identify and draw glide | | |
| | reflections. | | |
| | -identify and describe | | |
| | symmetry in geometric | | |
| | figures. To use | | |
| | transformations to draw | | |
| | tessellations. | | |
| | | | |
| | -identify regular and semi- | | |
| | regular tessellations. | | |

| | | |
|---|------|--|
| -determine if a figure will tessellate | | |
| -identify and draw dilations. | | |
| Cidentify tangents, secants, and chords. | | |
| -solve problems involving tangent concepts. | | |
| -apply properties of arc and chords. | | |
| -find the degrees of arcs and lengths of chords. find the area of a sector. | | |
| -find the area of a segment. | | |
| -find the length of an arc | | |
| -find the measure of an inscribed angle and use the properties of inscribed angles to solve problems. | | |
| -find the measures of angles formed by lines that intersect circles and solve related problems. | | |
| -find the lengths of segments formed by lines that intersect circles and use the lengths to solve related problems. | | |
| -write the equation of a circle in the coordinate planeuse the equation of a circle to graph the circle and solve related problems. | | |

| June | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Standard Rationale (Why are we including these standards?) |
|-------------------------------|--|--|--|---|--|
| Content & | Similarity, | SRT. | Macmillan | Similarity, Right | Mathwire.com |
| <u>Vocabulary:</u> | <u>Right</u> | -apply the concept of | McGraw-Hill | Triangles, & | |
| Similarity in Right Triangles | Triangles, & Trigonometry | similarity relationships in right triangles to | chapter assessments | Trigonometry G.SRT.6 | Sheppardsoftware.com |
| | | solve problems. | _ | G.SRT.7 | Mathplayground.com |
| Trigonometric | | Carl the above and a | Pre and post | G.SRT.8 | T b |
| Ratios | | -find the sine, cosine, and tangent of an | test | G.SRT.9 G.SRT.10 | Teachervison.com |
| Solving Right Triangles | | acute angle. | Skills Tutor | G.SRT.11 | Teacherspayteachers.co m |
| | | -use trigonometric | Teacher | | |
| The Law of | | ratios to find the | created | | Youtube tutorials |
| Sines | | lengths of sides in right triangles. | quizzes and tests | | Rubistar.com |
| The Law of | | | | | |
| Cosines | | -use trigonometric ratios to find the | Graphic organizers | | Graphic organizers |
| | | lengths of sides in right triangles | Homework | | www.mathbits.com |
| | | and in real world situations. | assignments | | www.learner.org |
| | | | KTEA | | www.purplemath.com |
| | | -use the Law of Sines or the Law of Cosines to | AIMSweb | | www.ixl.com |
| | | find unknown angle | testing | | www.internet4classroom |
| | | and side measures of triangles. | ESY testing | | .com |
| | | -apply the Law of Sines | Monthly | | www.goorulearning.org |
| | | or the Law of Cosines to solve real world | Progress monitoring | | www.hippocampus.org |
| | | problems involving triangles. | | | www.math-play.com |
| | | | | | www.homeschoolmath.n |
| | | | | | et |

| | | www.mathblaster.com |
|--|--|---|
| | | www.freetech4teachers. |
| | | www.coolmath.com |
| | | www.pbs.org |
| | | Kuta Software Geometry Worksheet/Test Generator |

UCAN Tech 11th and 12th grade English III and IV Curriculum Map

| September | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------|---|---|--|--|---------------|
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note |
| | | -Demonstrate command of the | Testing | CC 11-12 L. 1 | taking |
| <u>Literature:</u> | Reading | conventions of standard English | | CC 11-12 L. 2 | |
| Theme | | grammar and usage when | ESY Testing | CC 11-12 L. 3 | -Age |
| Simile, Metaphor, | <u>Writing</u> | writing or speaking. | | CC 11-12 L. 4 | appropriate/ |
| symbolism | | - Demonstrate command of the | KTEA II | CC 11-12 L. 5 | high interest |
| Figurative and | Speaking & | conventions of standard English | Assessment | CC 11-12 L. 6 | novels (to |
| Literal | Listening | capitalization, punctuation, and | | | teacher |
| interpretations | | spelling when writing. | Cornell Note | Reading | discretion |
| Mood | | - Demonstrate understanding of | taking | CC 11-12 R.L.1 | based off of |
| Tone | | figurative language, word | | CC 11-12 R.L. | student's |
| Plot, Climax, and | | relationships, and nuances in | Tests | 2 | interests). |
| Setting | | word meanings. | | CC 11-12 R.L 3 | 61.111. |
| Characterization | | - Acquire and use accurately | Quizzes | CC 11-12 R.L 4 | -Skill Level |
| Connotation & | | general academic and domain- | D | CC 11-12 R.L 5 | Pre-Test |
| Denotation | | specific words and phrases, | Projects | CC 11-12 R.L 6 | Assessment |
| Foreshadowing Conflict | | sufficient for reading, writing, | Outside | CC 11-12 R.L 7 CC 11-12 R.L 9 | to determine |
| Suspense | | speaking, and listening at the college and career readiness | research for | CC 11-12 K.L 9 | grade level |
| Imagery | | level; demonstrate | extra | CC 11-12 R.I. 1 | performance |
| Kennings | | independence in gathering | credit | CC 11-12 R.I. 1 | (at the |
| Scop | | vocabulary knowledge when | credit | CC 11-12 R.I. 2 | beginning of |
| Epic hero | | considering a word or phrase | Journals | CC 11-12 R.I. 4 | |
| Epic | | important to comprehension or | Journals | CC 11-12 R.I. 5 | the year / |
| Alliteration | | expression. | Timed | CC 11-12 R.I. 7 | semester) |
| Caesura | | | essays | | -Teacher- |
| Narrator | | <u>R.</u> | , , . | Writing | |
| | | -Reading text | Study | | selected |
| Writing: | | -Making predictions, | guides | CC11-12 W. | textbooks |
| Use of standard | | assumptions, inferences about | | 10 | (i.e. |
| English | | the character and the plot | Note taking | CC11-12 W. 2 | McDougal- |
| | | -Analyzing the text for author's | | CC11-12 W. 3 | Littell |
| Drafting and | | purpose, style, and voice | Presentatio | CC11-12 W. 4 | 11/12th |
| editing | | -Defining select literary terms in | ns | CC11-12 W. 5 | Grade Text |
| | | relation to texts | | CC11-12 W. 6 | |
| Complete | | -Connecting with reading | Debates | CC11-12 W. 7 | Literature: |
| sentences | | through shared personal | | CC11-12 W. 8 | The American |
| | | experiences and current events | Role plays | CC11-12 W. 9 | Tradition, |

| Technology to | -Drafting and writing creative | | | Uncle Tom's |
|-------------------|---|----------------|------------------|-----------------------------|
| research and | narratives | Teacher | Speaking & | Cabin, The |
| incorporate facts | -Interpret and analyze narratives | observation | <u>Listening</u> | Adventures |
| to craft a | -interpret and analyze namatives | and | CC 11-12 S.L. 1 | of |
| research paper | | Conversatio | CC 11-12 S.L. 2 | Huckleberry |
| research paper | w. | n | CC 11-12 S.L. 5 | Finn, Beowulf |
| Analysis of a | -Use of standard English | '' | CC 11-12 S.L. 6 | Or Robin |
| topic | Ose of Standard English | Paraphrasin | 00 11 12 3.2. 0 | |
| | -Drafting and editing | g selections | | Hood |
| Development and | | of text | | -Any Anglo |
| support of a | -Complete sentences | | | |
| thesis statement | , , , , , , , , , , , , , , , , , , , | Online | | Saxon and |
| | -Technology to research and | lesson | | Medieval |
| Proper use of | incorporate facts to craft a | completion | | Literature |
| expository | research paper | · | | (ability, age, |
| techniques and | | Worksheets | | and interest |
| MLA format | -Analysis of a topic | (i.e. teacher | | appropriate) |
| when writing a | | made, | | ' ' ' |
| formal research | -Development and support of a | crossword | | -McDougal- |
| paper | thesis statement | puzzles, | | Littell 11/12 th |
| | | matching, | | Grade Text |
| Use of effective | -Proper use of expository | word | | short stories |
| techniques to | techniques and MLA format | searches | | (see stories |
| model a specific | when writing a formal research | etc.) | | ` |
| literary genre | paper | _ | | at: |
| | | Daily | | http://www.c |
| Narrative and | -Use of effective techniques to | sentence | | lasszone.com |
| descriptive | model a specific literary genre | corrections | | /cz/books/ml |
| writing stemming | No contract of the contract | | | _lit_gr10/boo |
| from selected | -Narrative and descriptive | note cards | | k home.htm; |
| pieces of | writing stemming from selected pieces of literature | check | | jsessionid=T6 |
| literature | pieces of literature | research | | JcTNTpR1Hj1 |
| Topic/Vocabulary: | | outline | | vncw1XSGdKJ |
| Reading | <u>S.L.</u> | Outilile | | cv7qsdJ2zGX |
| Literature from | 3.1. | research | | - |
| Division, War and | -Initiate and participate | paper rough | | gCXMRqdnm |
| Reconciliation, | effectively in a range of | draft peer | | vSKWBWpR! |
| 1855- | collaborative discussions (one- | editing | | 356874463?s |
| 1865. | on-one, in groups, and teacher- | Carenig | | <u>tate=il</u> , |
| Elements of | led) with diverse partners on | final draft of | | McGraw-Hill |
| Fiction. | grades 11-12 topics, texts, and | research | | Vocabulary |
| Elements of | issues, building on others' ideas | paper | | Workshop |
| Nonfiction. | and expressing their own clearly | | | etc.) |
| Elements of | and persuasively. | | | |
| Poetry | | | | -Interest |
| Racism | Evaluate a speaker's point of | | | Inventory (to |
| Slavery | view, reasoning, and use of | | | |

Prejudice Hatred Dialect Dialogue Eloquence **Paradox Epic** Industrialization **Abolish** Free verse Spiritual **Pious** Quadroon Mulatto Abolition Emancipation Topic/Vocabulary: Writing Writing Process. Research. MLA Documentation **Literary Analysis** or Definition Prewrite, Draft, Revise, Edit, Proofread, Introduction, Body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher, Supporting detail, MLA format, Cite, Citation, Index, Periodical, Anthology, Expository, Narrative, Recursive, Coherence,

Anecdote,

evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Additional Skills:

Apply reading strategies such as SQ3R (Survey, Question, Read, Recite, Review), KWI, (what do you Know, what do you want to know, what have you Learned) and mapping.

Analyze literature by applying literary devices such as theme, irony and Characterization.

Illustrate critical thinking skills by interacting with a variety of literature.

Speaking

Attention getter
Introduction
Transitions/clinchers
Conclusion
Supporting details

Documentation

gather what students are interested in reading about)

-Study Guides

-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)

-Power Points (various topics)

-Video Clips (that correlate with material in class)

-Task-specific Worksheets for grammar

-Crossword puzzle generator

-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations , group

| Unity/flow, | Professionalism | projects and | t |
|--------------------|-------------------------------------|--------------|-----------|
| Purpose, | Tone of voice | teamwork | |
| Thesis statement, | Point of view | etc.) | |
| Documentation, | Credibility | www.rubist | ar |
| Outline, | Time allotment | | <u>u.</u> |
| Bibliography, | Gestures | <u>.com</u> | |
| Preface, | Logical sequence | -SMART | |
| Highlighting, | Visual aides | | |
| Illustrations, | | Notebook 1 | 1: |
| Works | Listening | SMART | |
| cited, Note cards, | Attention getter | Exchange | |
| Note | Introduction Transactions/clinchers | | |
| taking, | Conclusion | | |
| Bibliography | Supporting details | | |
| cards, Biography, | Professionalism | | |
| Autobiography, | Tone of voice | | |
| Glossary, | Point of view | | |
| Plagiarism, | Credibility | | |
| Statistics, | Logical sequence | | |
| Quotations, | | | |
| Paraphrase, | | | |
| Summary, | | | |
| Development, | | | |
| Description, | | | |
| Setting, | | | |
| Organization | | | |
| | | | |
| | | | |
| | 1 | | |

| October | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|---|--|---|--|--|---|
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note |
| Literature: Theme Simile, Metaphor, symbolism Figurative and Literal interpretations Mood | Reading Writing Speaking & | -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking Demonstrate command of the conventions of standard English capitalization, | ESY Testing KTEA II Assessment | CC 11-12 L. 1 CC 11-12 L. 2 CC 11-12 L. 3 CC 11-12 L. 4 CC 11-12 L. 5 CC 11-12 L. 6 | -Age appropriate/high interest novels (to teacher discretion based off of |

| _ | 1 | | | - II | T |
|-------------------------------------|-----------|---------------------------------|---------------|---------------|------------------------|
| Tone | Listening | punctuation, and spelling | Cornell Note | Reading | student's |
| Plot, Climax, and | | when writing. | taking | CC 11-12 | interests). |
| Setting | | - Demonstrate understanding | | R.L.1 | |
| Characterization | | of figurative language, word | Tests | CC 11-12 R.L. | -Skill Level Pre-Test |
| Connotation & | | relationships, and nuances in | | 2 | Assessment to |
| Denotation | | word meanings. | Quizzes | CC 11-12 R.L | determine grade |
| Foreshadowing | | - Acquire and use accurately | | 3 | level performance |
| Conflict | | general academic and | Projects | CC 11-12 R.L | (at the beginning of |
| Suspense | | domain-specific words and | | 4 | the year / |
| Imagery Kennings | | phrases, sufficient for | Outside | CC 11-12 R.L | semester) |
| Scop | | reading, writing, speaking, | research for | 5 | 3cmc3tcr) |
| Epic hero | | | | CC 11-12 R.L | -Teacher-selected |
| Epic | | and listening at the college | extra | | |
| Alliteration | | and career readiness level; | credit | 6 | textbooks (i.e. |
| Caesura | | demonstrate independence | | CC 11-12 R.L | McDougal-Littell |
| Narrator | | in gathering vocabulary | Journals | 7 | 11/12th Grade Text |
| | | knowledge when considering | | CC 11-12 R.L | <u>Literature:</u> The |
| Writing: | | a word or phrase important | Timed essays | 9 | American |
| Use of standard | | to comprehension or | | | Tradition, |
| English | | expression. | Study guides | CC 11-12 R.I. | Uncle Tom's Cabin, |
| | | | | 1 | The |
| Drafting and editing | | | Note taking | CC 11-12 R.I. | Adventures of |
| | | <u>R.</u> | | 2 | Huckleberry |
| Complete sentences | | -Reading text | Presentations | CC 11-12 R.I. | Finn, Beowulf Or |
| | | -Making predictions, | | 3 | Robin Hood |
| Technology to | | assumptions, inferences | Debates | CC 11-12 R.I. | |
| research and | | about the character and the | Debates | 4 | -Any Anglo Saxon |
| incorporate facts to | | plot | Role plays | CC 11-12 R.I. | and Medieval |
| craft a research | | -Analyzing the text for | Noic plays | 5 | Literature (ability, |
| paper | | author's purpose, style, and | Teacher | CC 11-12 R.I. | |
| Ameliais of a touris | | | observation | | age, and interest |
| Analysis of a topic | | voice | | 7 | appropriate) |
| Davidonment and | | -Defining select literary terms | and | | |
| Development and support of a thesis | | in relation to texts | Conversation | Writing | -McDougal-Littell |
| statement | | -Connecting with reading | | | 11/12th Grade Text |
| Statement | | through shared personal | Paraphrasing | CC11-12 W. | short stories (see |
| Proper use of | | experiences and current | selections of | 10 | stories at: |
| expository | | events | text | CC11-12 W. 2 | http://www.classzo |
| techniques and MLA | | -Drafting and writing creative | | CC11-12 W. 3 | ne.com/cz/books/ |
| format when writing | | narratives | Online lesson | CC11-12 W. 4 | ml_lit_gr10/book_h |
| a formal research | | -Interpret and analyze | completion | CC11-12 W. 5 | ome.htm;jsessionid |
| paper | | narratives | | CC11-12 W. 6 | =T6JcTNTpR1Hj1vn |
| | | | Worksheets | CC11-12 W. 7 | cw1XSGdKJcv7qsdJ |
| Use of effective | | <u>w.</u> | (i.e. teacher | CC11-12 W. 8 | 2zGXgCXMRqdnmv |
| techniques to model | | -Use of standard English | made, | CC11-12 W. 9 | SKWBWpR!356874 |
| a specific literary | | | crossword | 3 | 463?state=il , |
| genre | | -Drafting and editing | puzzles, | Speaking & | McGraw-Hill |
| | | -Diarting and Editing | • | _ | Vocabulary |
| Narrative and | | Complete centences | matching, | Listening | = |
| descriptive writing | | -Complete sentences | word searches | CC 11-12 S.L. | Workshop etc.) |
| stemming from | | | etc.) | 1 | |

| selected pieces of | -Technology to research and | | CC 11-12 S.L. | -Interest Inventory |
|-------------------------|--|----------------|---------------|-----------------------|
| literature | incorporate facts to craft a | Daily sentence | 2 | (to gather what |
| | research paper | corrections | CC 11-12 S.L. | students are |
| Topic/Vocabulary: | ressaron paper | | 5 | interested in |
| Reading | -Analysis of a topic | note cards | CC 11-12 S.L. | reading about) |
| Literature from | Analysis of a topic | check | 6 | reading about) |
| Division, War and | Davidanment and aumount of | CHECK | 0 | Ctudu Cuida |
| Reconciliation, 1855- | -Development and support of | | | -Study Guides |
| 1865. | a thesis statement | research | | |
| Elements of Fiction. | | outline | | -Various Graphic |
| Elements of | -Proper use of expository | | | Organizers (i.e. |
| Nonfiction. | techniques and MLA format | research | | Venn Diagrams, |
| Elements of Poetry | when writing a formal | paper rough | | KWL Charts, 3-2-1 / |
| Racism | research paper | draft peer | | Exit Slips etc.) |
| Slavery | | editing | | |
| Prejudice | -Use of effective techniques | | | -Power Points |
| Hatred | to model a specific literary | final draft of | | (various topics) |
| Dialect | genre | research | | (various topics) |
| Dialogue | genie | | | Video Cline /that |
| Eloquence | Nametica and description | paper | | -Video Clips (that |
| Paradox | -Narrative and descriptive | | | correlate with |
| Epic | writing stemming from | | | material in class) |
| Industrialization | selected pieces of literature | | | |
| Abolish | | | | -Task-specific |
| Free verse | <u>S.L.</u> | | | Worksheets for |
| Spiritual | -Initiate and participate | | | grammar |
| Pious | effectively in a range of | | | |
| Quadroon | collaborative discussions | | | -Crossword puzzle |
| Mulatto | (one-on-one, in groups, and | | | generator |
| Abolition | teacher-led) with diverse | | | Benerato. |
| Emancipation | partners on grades 11-12 | | | -Task-specific |
| Topic/Vocabulary: | topics, texts, and issues, | | | Rubrics (i.e. writing |
| Writing | - | | | |
| Writing Process. | building on others' ideas and | | | assignments, |
| Research. | expressing their own clearly | | | research papers, |
| MLA Documentation | and persuasively. | | | oral presentations, |
| Literary Analysis or | | | | group projects and |
| Definition | Evaluate a speaker's point of | | | teamwork etc.) |
| Prewrite, Draft, | view, reasoning, and use of | | | www.rubistar.com |
| Revise, | evidence and rhetoric, | | | |
| Edit, Proofread, | assessing the stance, | | | -SMART Notebook |
| Introduction, Body, | premises, links among ideas, | | | 11: SMART |
| Conclusion, Attention | word choice, points of | | | Exchange |
| getter, Topic | emphasis, and tone used. | | | Likelialige |
| sentence, | emphasis, and tone used. | | | |
| Transitions, Clincher, | National advantages and the state of the sta | | | |
| Supporting detail, | Make strategic use of digital | | | |
| MLA | media (e.g., textual, | | | |
| format, Cite, Citation, | graphical, audio, visual, and | | | |
| Index, Periodical, | interactive elements) in | | | |
| Anthology, | presentations to enhance | | | |
| Expository, | understanding of findings, | | | |

Narrative, Recursive, reasoning, and evidence and Coherence, to add interest. Anecdote, Unity/flow, Purpose, Adapt speech to a variety of Thesis statement, contexts and tasks, Documentation, demonstrating a command of Outline, Bibliography, formal English when Preface, Highlighting, indicated or appropriate. Illustrations, Works (See grades 11-12 Language cited, Note cards, standards 1 and 3 here for Note taking, Bibliography specific expectations.) cards, Biography, Autobiography, Additional Skills: Glossary, Plagiarism, Statistics, Quotations, Apply reading strategies Paraphrase, such as SQ3R (Survey, Summary, Question, Read, Recite, Development, Review), KWI, (what do Description, Setting, you Know, what do you Organization want to know, what have you Learned) and mapping. Analyze literature by applying literary devices such as theme, irony and Characterization. Illustrate critical thinking skills by interacting with a variety of literature. **Speaking** Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides Listening

Attention getter

| Introduction | |
|------------------------|--|
| Transactions/clinchers | |
| Conclusion | |
| Supporting details | |
| Professionalism | |
| Tone of voice | |
| Point of view | |
| Credibility | |
| Logical sequence | |

| November | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------------|--|--|--|--|---------------------|
| Content: | Language | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note |
| | | -Define words and roots | Testing | CC 11-12 L. 1 | taking |
| Reading: | Reading | -Use words both literally | | CC 11-12 L. 2 | |
| Theme | | and figuratively | | CC 11-12 L. 3 | -Age |
| Simile and Metaphor | Writing | -Interpret words in the | | CC 11-12 L. 4 | appropriate/high |
| Symbolism | | context they are used | ESY Testing | CC 11-12 L. 5 | interest novels (to |
| Figurative and literal | Speaking & | -Determine meaning by | _ | CC 11-12 L. 6 | teacher discretion |
| interpretations | Listening | origin | | | based off of |
| Mood | | | | | student's |
| Tone | | R. | KTEA II | Reading | interests). |
| Plot, Climax, and Setting | | -Reading text | Assessment | CC 11-12 | micereses). |
| Irony Characterization | | -Making predictions, | | R.L.1 | -Skill Level Pre- |
| Connotation & Denotation | | assumptions, inferences | | CC 11-12 R.L. | |
| Foreshadowing | | about the character and | | 2 | Test Assessment |
| Conflict | | the plot | Cornell Note | CC 11-12 R.L | to determine |
| Suspense | | -Analyzing the text for | taking | 3 | grade level |
| Allegory | | author's purpose, style, | Carring | CC 11-12 R.L | performance (at |
| Imagery | | and voice | | 4 | the beginning of |
| Historical Writing | | | | · | the year / |
| Chivalry | | -Defining select literary | Tests | CC 11-12 R.L | |
| Lyric poems | | terms in relation to texts | | 5 | semester) |
| Frame story | | -Connecting with | | CC 11-12 R.L | Tanahan salasti d |
| Alliteration | | reading through shared | Quizzes | 6 | -Teacher-selected |
| Stock epithets | | personal experiences | | CC 11-12 R.L | textbooks (i.e. |
| Medieval narratives | | and current events | | 7 | McDougal-Littell |
| Exemplum | | -Drafting and writing | Projects | CC 11-12 R.L | 11/12th Grade |
| Narrator Medieval romance | | creative narratives | | 9 | Text Ex:"The |
| Soliloguy | | -Using technology to | | | TOAL LA. THE |
| Pastoral | | create a soundtrack that | Outside | CC 11-12 R.I. | |

| | | 1 | ı | T |
|--|----------------------------|----------------|---------------|--------------------------------|
| Sonnet | connects to literary | research for | 1 | Seafarer," |
| Couplet | themes | extra | CC 11-12 R.I. | |
| Quatrain | -Interpreting and | credit | 2 | "The Wanderer," |
| Rhyme Scheme | analyzing narratives | | CC 11-12 R.I. | "The Wife's |
| Speaker | -Summarizing main | | 3 | Lament," |
| Comic relief | ideas in stories | Journals | CC 11-12 R.I. | The Canterbury |
| Blank verse | lacas in stories | | 4 | Tales, |
| Tragedy | | | l • | "Sir Gawain and |
| Tragic hero | 1 | Timed essays | CC 11-12 R.I. | |
| | <u>W.</u> | Tillieu essays | 5 | the Green Knight," |
| Writing: | -Demonstrate proper | | CC 11-12 R.I. | "Le Morte |
| Use of standard English | use of standard English | 6. 1 .1 | 6 | d'Arthur," |
| | conventions when | Study guides | CC 11-12 R.I. | Sonnets from C. |
| Drafting and editing | writing | | 7 | Marlowe, Sir W. |
| | -Demonstrate an ability | | | Raleigh, E. |
| Complete sentences | to compose correctly | Note taking | Writing | Spenser, and |
| | formed sentences | | CC11-12 W. | Shakespeare |
| Technology to research | -Demonstrate proper | | 10 | Macbeth, |
| and illustrate thematic | | Presentations | CC11-12 W. 2 | "Holinshed's |
| elements | verb tense and usage in | | | Chronicles," |
| | writing | | CC11-12 W. 3 | • |
| Analysis of a topic | | Debates | CC11-12 W. 4 | "Out, Damn |
| | | | CC11-12 W. 5 | Slander, Out" |
| Use of effective techniques | <u>SL.</u> | | CC11-12 W. 6 | Optional (time |
| to model a specific literary | -Initiate and participate | Role plays | CC11-12 W. 9 | permitting): |
| genre | effectively in a range of | . , | | excerpt from |
| | collaborative discussions | | Speaking & | Paradise Lost |
| Narrative, expository, and | (one-on-one, in groups, | Teacher | Listening | |
| descriptive writing | and teacher-led) with | observation | CC 11-12 S.L. | |
| stemming from selected | diverse partners on | and | 1 | -Any Anglo Saxon |
| pieces of literature. | grades 11-12 topics, | Conversation | CC 11-12 S.L. | and Medieval |
| Reading Literature from the | texts, and issues, | Conversation | 5 | Literature (ability, |
| New England | building on others' ideas | | CC 11-12 S.L. | |
| Renaissance, 1840- | and expressing their | | 6 | age, and interest |
| 1855 | own clearly and | Paraphrasing | | appropriate) |
| Literature from | • | selections of | | |
| Realism and the | persuasively. | | | -McDougal-Littell |
| Frontier, 1865-1915 | | text | | 11/12 th Grade Text |
| Elements of Fiction | Make strategic use of | | | short stories (see |
| Elements of Nonfiction | digital media (e.g., | Online lesson | | ` |
| Elements of Poetry Transcendentalism | textual, graphical, audio, | completion | | stories at: |
| Transcendentalism Anti-transcendentalism | visual, and interactive | | | http://www.classz |
| Over soul | elements) in | Worksheets | | one.com/cz/books |
| Regionalism | presentations to | (i.e. teacher | | /ml lit gr10/book |
| Realism | enhance understanding | made, | | home.htm;jsessi |
| Naturalism | of findings, reasoning, | - | | |
| Utopia | and evidence and to add | crossword | | onid=T6JcTNTpR1 |
| Allegory | interest. | puzzles, | | <u>Hj1vncw1XSGdKJc</u> |
| Renaissance | | matching, | | v7qsdJ2zGXgCXM |
| Romanticism | Adapt speech to a | word searches | | RqdnmvSKWBWp |
| Dialect | variety of contexts and | | | <u>riquimivorividanp</u> |
| Narration | variety of contexts and | | J | |

| Culture | tasks, demonstrating a | etc.) | R!356874463?stat |
|--|---|----------------|---|
| Local color | command of formal | | |
| | English when indicated | | <u>e=il</u> , McGraw-Hill |
| Topic/Vocabulary: | or appropriate. (See | | Vocabulary |
| Writing | | Daily sentence | Workshop etc.) |
| Writing process | grades 11-12 Language | • | |
| Research | standards 1 and 3 here | corrections | -Interest Inventory |
| MLA documentation | for specific | | (to gather what |
| Grammar Pre-write, Draft, | expectations.) | | students are |
| Revise, Edit | | | |
| Proofread, Introduction, | Additional Skills: | note cards | interested in |
| Body, Conclusion, | Apply reading strategies | check | reading about) |
| Attention getter, Topic | such as SQ3R, KWL, and | | |
| sentence, Transitions, | mapping. | | -Study Guides |
| Clincher, Supporting | A 1 1 | research | |
| detail, MLA format, | Analyze literature by applying literary devices | outline | -Various Graphic |
| Cite, Citation, Index | such as theme, irony and | | Organizers (i.e. |
| Periodical, Anthology, | characterization. | | Venn Diagrams, |
| Expository, Narrative, | onaractorization. | research | |
| Recursive, Coherence, Anecdote, Unity/flow, | Illustrate critical thinking | paper rough | KWL Charts, 3-2-1 |
| Purpose, Thesis | skills by interacting with a | draft peer | / Exit Slips etc.) |
| statement, | variety of literature. | editing | |
| Documentation, | | | -Power Points |
| Outline, Bibliography, | Demonstrate writing | | (various topics) |
| Preface, Highlighting, | skills | final draft of | (and ac ac proc, |
| Illustrations, Works | by utilizing all stages of | research | -Video Clips (that |
| cited, Note cards, Note | the writing process | paper | correlate with |
| taking, Bibliography | including pre-writing, | рареі | |
| cards, Biography, | writing, revising, editing, | | material in class) |
| Autobiography, | proofreading, and | | |
| Glossary, Plagiarism, Statistics, | publishing. | | -Task-specific |
| Quotations, Paraphrase, | publishing. | | Worksheets for |
| Summary, | Illustrate critical | | grammar |
| Development, | | | |
| Description, Setting, | thinking | | -Crossword puzzle |
| Organization | skills by interacting with | | generator |
| Speaking | а | | generator |
| Attention getter | variety of writing | | -Task-specific |
| Introduction | assignments. | | • |
| Transitions/clinchers | | | Rubrics (i.e. |
| Conclusion | Demonstrate speaking | | writing |
| Supporting details Documentation | skills by practicing | | assignments, |
| Professionalism | speaking strategies that | | research papers, |
| Tone of vice | include emphasis on | | • • • |
| Point of view | body | | oral presentations, |
| Credibility | language and | | group projects and |
| Time allotment | vocalization | | teamwork etc.) |
| Gestures | techniques. | | www.rubistar.com |
| Logical sequence | • | | 231111111111111111111111111111111111111 |
| Visual aides | Illustrate critical | | -SMART |
| Listening | thinking | | Notebook 11: |
| Attention getter | skills by interacting with | | MOLEDOOK 11. |

| Introduction | a | SMART Exchange |
|-----------------------|-----------------------------|-------------------|
| Transitions/clinchers | variety of speaking | |
| Conclusion | events. | -Scotland, PA DVD |
| Supporting details | events. | |
| Professionalism | Danie anatorata lista nin s | -A Knight's Tale |
| Tone of voice | Demonstrate listening | |
| Point of view | skills by practicing | DVD |
| Credibility | strategies such as SLANT | |
| Logical sequence | and two-column note | |
| | taking. | |
| | Illustrate critical | |
| | thinking | |
| | skills by interacting with | |
| | a | |
| | variety of listening | |
| | opportunities. | |

| December | Skills (What will the student be able to do?) | Content/Activities/Reading s (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|--|--|--|--|--|---------------------|
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note |
| | | -Define words and roots | Testing | CC 11-12 L. 1 | taking |
| Reading: | Reading | -Use words both literally | | CC 11-12 L. 2 | |
| Theme | | and figuratively | ESY Testing | CC 11-12 L. 3 | |
| Simile and Metaphor | Writing | -Interpret words in the | | CC 11-12 L. 4 | |
| Symbolism | | context they are used | KTEA II | CC 11-12 L. 5 | -Age |
| Figurative and literal interpretations | Speaking | -Determine meaning by | Assessment | CC 11-12 L. 6 | appropriate/high |
| Mood | <u>&</u> | origin | | | interest novels (to |
| Tone | Listening | | Cornell Note | | teacher discretion |
| Plot, Climax, and | | <u>R.</u> | taking | Reading | |
| Setting | | -Reading text | | CC 11-12 | based off of |
| Irony | | -Making predictions, | Tests | R.L.1 | student's |
| Characterization | | assumptions, inferences | | CC 11-12 R.L. | interests). |
| Connotation & | | about the character and the | Quizzes | 2 | |
| Denotation | | plot | | CC 11-12 R.L | |
| Foreshadowing | | -Analyzing the text for | Projects | 3 | |
| Conflict | | author's purpose, style, and | | CC 11-12 R.L | -Skill Level Pre- |
| Suspense | | voice | Outside | 4 | Test Assessment |
| Allegory | | -Defining select literary | research for | CC 11-12 R.L | to determine |
| Imagery Historical Writing | | terms in relation to texts | extra | 5 | grade level |
| Chivalry | | -Connecting with reading | credit | CC 11-12 R.L | 6. 232 12721 |

| Luria na ama | thus yell should be used as | <u> </u> | | |
|-------------------------------|-------------------------------|----------------|---------------|----------------------|
| Lyric poems | through shared personal | | 6 | performance (at |
| Frame story Alliteration | experiences and current | Journals | CC 11-12 R.L | the beginning of |
| Stock epithets | events | | 7 | the year / |
| Medieval narratives | -Drafting and writing | Timed essays | CC 11-12 R.L | semester) |
| Exemplum | creative narratives | | 9 | Semestery |
| Narrator | -Using technology to create | Study guides | | -Teacher-selected |
| Medieval romance | a soundtrack that connects | | CC 11-12 R.I. | |
| Soliloquy | to literary themes | Note taking | 1 | textbooks (i.e. |
| Pastoral | -Interpreting and analyzing | | CC 11-12 R.I. | McDougal-Littell |
| Sonnet | narratives | Presentations | 2 | 11/12th Grade |
| Couplet | -Summarizing main ideas in | | CC 11-12 R.I. | Text |
| Quatrain | stories | Debates | 3 | . 5/10 |
| Rhyme Scheme | 3001163 | Debates | CC 11-12 R.I. | Literature: |
| Speaker | | Dolo place | | Ziteratarer |
| Comic relief | | Role plays | 4 | "The Seafarer," |
| Blank verse | <u>W.</u> | | CC 11-12 R.I. | "The Wanderer," |
| Tragedy | -Demonstrate proper use of | Teacher | 5 | "The Wife's |
| Tragic hero | standard English | observation | CC 11-12 R.I. | Lament," |
| | conventions when writing | and | 6 | , |
| Writing: | -Demonstrate an ability to | Conversation | CC 11-12 R.I. | The Canterbury |
| Use of standard | compose correctly formed | | 7 | Tales, |
| English | sentences | Paraphrasing | | "Sir Gawain and |
| | -Demonstrate proper verb | selections of | Writing | the Green Knight," |
| Drafting and editing | tense and usage in writing | text | CC11-12 W. | "Le Morte |
| | | | 10 | d'Arthur," |
| Complete sentences | | Online lesson | CC11-12 W. 2 | Sonnets from C. |
| | | completion | CC11-12 W. 3 | Marlowe, Sir W. |
| Technology to | SL. | Completion | CC11-12 W. 4 | Raleigh, E. |
| research and illustrate | -Initiate and participate | Worksheets | CC11-12 W. 5 | Spenser, and |
| thematic elements | effectively in a range of | (i.e. teacher | CC11-12 W. 6 | Shakespeare |
| | collaborative discussions | | | Macbeth, |
| Analysis of a topic | | made, | CC11-12 W. 9 | "Holinshed's |
| | (one-on-one, in groups, and | crossword | | Chronicles," |
| Use of effective | teacher-led) with diverse | puzzles, | Speaking & | "Out, Damn |
| techniques to model a | partners on grades 11-12 | matching, word | Listening | |
| specific literary genre | topics, texts, and issues, | searches etc.) | CC 11-12 S.L. | Slander, Out" |
| | building on others' ideas | | 1 | Optional (time |
| Narrative, expository, | and expressing their own | Daily sentence | CC 11-12 S.L. | permitting): |
| and descriptive writing | clearly and persuasively. | corrections | 5 | excerpt from |
| stemming from | | | CC 11-12 S.L. | Paradise Lost |
| selected pieces of literature | Make strategic use of digital | note cards | 6 | |
| Literature from the | media (e.g., textual, | check | | |
| Modern Age, 1915- | graphical, audio, visual, and | | | -Any Anglo Saxon |
| 1946 | interactive elements) in | research | | and Medieval |
| Elements of Fiction | presentations to enhance | outline | | Literature (ability, |
| Elements of | understanding of findings, | Jacinic | | age, and interest |
| Nonfiction | reasoning, and evidence and | research naner | | |
| Elements of Poetry | | research paper | | appropriate) |
| Love | to add interest. | rough draft | | |
| Greed | | peer editing | | -McDougal-Littell |
| | Adapt speech to a variety of | | | |

| | | | 144/42 th 0 1 T 1 |
|---|------------------------------|----------------|--------------------------------|
| Power | contexts and tasks, | final draft of | 11/12 th Grade Text |
| Wealth | demonstrating a command | research paper | short stories (see |
| Roaring 20's | of formal English when | | stories at: |
| Lost generation | indicated or appropriate. | | http://www.classz |
| Expatriates Black culture | (See grades 11-12 Language | | |
| | standards 1 and 3 here for | | one.com/cz/books |
| Epigraph Epigram | specific expectations.) | | /ml_lit_gr10/book |
| Stoicism | | | home.htm;jsessi |
| Illusion | Additional Skills: | | onid=T6JcTNTpR1 |
| Disillusion | - 10010101101101 | | |
| Disillusionment | Apply reading strategies | | Hj1vncw1XSGdKJc |
| Allusion | such as SQ3R, KWL, and | | v7qsdJ2zGXgCXM |
| Morale | mapping. | | <u>RqdnmvSKWBWp</u> |
| Gender roles | | | R!356874463?stat |
| Moral | | | e=il , McGraw-Hill |
| Amoral | Analyze literature by | | |
| Immoral | applying literary devices | | Vocabulary |
| Demoralized | such as theme, irony and | | Workshop etc.) |
| Writing | characterization. | | |
| Writing Process | | | -Interest Inventory |
| Research | | | (to gather what |
| MLA Documentation | Illustrate critical thinking | | students are |
| Grammar | skills by interacting with a | | |
| Literary Analysis or | variety of literature. | | interested in |
| Definition | | | reading about) |
| Prewrite, Draft, | | | |
| Revise, | 5 | | -Study Guides |
| Edit, | Demonstrate writing skills | | |
| Proofread, | by utilizing all stages of | | -Various Graphic |
| Introduction, | the writing process | | Organizers (i.e. |
| Body, Conclusion | including pre-writing, | | Venn Diagrams, |
| Attention getter, | writing, revising, editing, | | KWL Charts, 3-2-1 |
| Topic sentence, | proofreading, and | | |
| Transitions, | publishing. | | / Exit Slips etc.) |
| Clincher, Supporting | | | |
| detail, | | | -Power Points |
| MLA format, Cite, | Illustrate critical thinking | | (various topics) |
| Citation, Index, Periodical, Anthology, | skills by interacting with a | | |
| Expository, Narrative, | variety of writing | | -Video Clips (that |
| Recursive, Coherence, | assignments. | | correlate with |
| Anecdote, Unity/flow, | assignments. | | material in class) |
| Purpose, Thesis | | | material in class) |
| statement, | | | Tack specific |
| Documentation, | Demonstrate speaking | | -Task-specific |
| Outline, | skills by practicing | | Worksheets for |
| Bibliography, Preface, | speaking strategies that | | grammar |
| Highlighting, | | | |
| Illustrations, | include emphasis on body | | -Crossword puzzle |
| Works cited, Note | language and vocalization | | generator |
| cards, | techniques. | | 80 |
| Note taking, | Illustrate critical thinking | | |

| Bibliography cards, | skills by interacting with a | 1 | -Task-specific |
|-------------------------------|------------------------------|---|---------------------|
| Biography, | variety of speaking events. | | · |
| Autobiography, | variety of speaking events. | | Rubrics (i.e. |
| Glossary, Plagiarism, | | | writing |
| Statistics, Quotations, | | | assignments, |
| Paraphrase, Summary, | Demonstrate listening | | research papers, |
| Development, | skills by practicing | | oral presentations, |
| Description, Setting, | strategies such as SLANT | | group projects and |
| Organization | and two-column note | | teamwork etc.) |
| Speaking Attention getter | taking. | | , |
| Attention getter Introduction | Illustrate critical thinking | | www.rubistar.com |
| Transitions/clinchers | skills by interacting with a | | CNAADT |
| Conclusion | variety of listening | | -SMART |
| Supporting details | opportunities. | | Notebook 11: |
| Documentation | opportunities. | | SMART Exchange |
| Professionalism | | | |
| Tone of Voice | | | -Scotland, PA DVD |
| Point of view | | | |
| Credibility | | | -A Knight's Tale |
| Time allotment | | | DVD |
| Gestures | | | |
| Logical sequence Visual aides | | | Addition book |
| Visual alues | | | examples: |
| | | | Book: The Great |
| | | | Gatsby |
| | | | Book: Izzy Willy- |
| | | | Nilly |
| | | | Book: The Hero |
| | | | and the |
| | | | Crown. |
| | | | Book: A Ring of |
| | | | Endless |
| | | | Light |
| | | | Book: The Moves |
| | | | Make the |
| | | | Man |
| | | | Book: Tiger Eyes |
| | | | Book: Jacob Have I |
| | | | Loved |
| | | | Book: On the Road |

| January | Skills | Content/Activities/Readi | Formal | Common Core | Resources |
|---------|------------|--------------------------|--------------|---------------|-----------|
| | (What will | ngs (What will we use to | assessment | Standards | |
| | the | help the student learn | Options | (How do | |
| | student | the skill?) | (How will we | these skills | |
| | be able to | | know if the | relate to the | |

| | do?) | | skill has | Common | |
|----------------------------|------------------|----------------------------|---------------|-----------------|-----------------------|
| | aorj | | | Common | |
| | | | been | Core?) | |
| _ | | | mastered?) | | |
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note taking |
| | | -Define words and roots | Testing | CC 11-12 L. 1 | |
| Reading: | Reading | -Use words both literally | | CC 11-12 L. 2 | |
| Theme | | and figuratively | ESY Testing | CC 11-12 L. 3 | |
| Simile and Metaphor | Writing | -Interpret words in the | | CC 11-12 L. 4 | -Age |
| Symbolism | | context they are used | KTEA II | CC 11-12 L. 5 | appropriate/high |
| Figurative and literal | Speaking | -Determine meaning by | Assessment | CC 11-12 L. 6 | interest novels (to |
| interpretations | & | origin | | | teacher discretion |
| Mood | <u>Listening</u> | S.18 | Cornell Note | | |
| Tone | Listering | <u>R.</u> | taking | Reading | based off of |
| Plot, Climax, and Setting | | · | taking | CC 11-12 R.L.1 | student's interests). |
| Irony | | -Reading text | Tasks | | |
| Characterization | | -Making predictions, | Tests | CC 11-12 R.L. | |
| Connotation & | | assumptions, inferences | | 2 | |
| Denotation | | about the character and | Quizzes | CC 11-12 R.L 3 | -Skill Level Pre-Test |
| Foreshadowing | | the plot | | CC 11-12 R.L 4 | Assessment to |
| Conflict | | -Analyzing the text for | Projects | CC 11-12 R.L 5 | determine grade |
| Suspense | | author's purpose, style, | | CC 11-12 R.L 6 | _ |
| Allegory | | and voice | Outside | CC 11-12 R.L 7 | level performance |
| Imagery Historical Writing | | -Defining select literary | research for | CC 11-12 R.L 9 | (at the beginning of |
| Chivalry | | terms in relation to texts | extra | | the year / semester) |
| Lyric poems | | -Connecting with reading | credit | CC 11-12 R.I. 1 | , , , |
| Frame story | | through shared personal | | CC 11-12 R.I. 2 | -Teacher-selected |
| Alliteration | | experiences and current | Journals | CC 11-12 R.I. 3 | textbooks (i.e. |
| Stock epithets | | events | | CC 11-12 R.I. 4 | - |
| Medieval narratives | | -Drafting and writing | Timed essays | CC 11-12 R.I. 5 | McDougal-Littell |
| Exemplum | | creative narratives | I mica cosayo | CC 11-12 R.I. 6 | 11/12th Grade Text |
| Narrator | | -Using technology to | Study guides | CC 11-12 R.I. 7 | |
| Medieval romance | | create a soundtrack that | Study guides | CC 11-12 N.I. / | Literature Examples: |
| Soliloquy | | | Note taking | Mriting | |
| Pastoral | | connects to literary | Note taking | Writing | "The Seafarer," |
| Sonnet | | themes | | CC11-12 W. | "The Wanderer," |
| Couplet | | -Interpreting and | Presentation | 10 | "The Wife's |
| Quatrain | | analyzing narratives | S | CC11-12 W. 2 | Lament," |
| Rhyme Scheme | | -Summarizing main ideas | | CC11-12 W. 3 | The Canterbury |
| Speaker | | in stories | Debates | CC11-12 W. 4 | Tales, |
| Comic relief | | | | CC11-12 W. 5 | "Sir Gawain and the |
| Blank verse | | | Role plays | CC11-12 W. 6 | Green Knight," |
| Tragedy | | <u>W.</u> | | CC11-12 W. 9 | "Le Morte d'Arthur," |
| Tragic hero | | -Demonstrate proper use | Teacher | | Sonnets from C. |
| Writing: | | of standard English | observation | Speaking & | Marlowe, Sir W. |
| Use of standard English | | conventions when | and | Listening | Raleigh, E. Spenser, |
| Drofting and adition | | writing | Conversation | CC 11-12 S.L. 1 | and Shakespeare |
| Drafting and editing | | -Demonstrate an ability | | CC 11-12 S.L. 5 | · · |
| Complete sentences | | to compose correctly | Paraphrasing | CC 11-12 S.L. 6 | Macbeth, |
| Complete sentences | | formed sentences | selections of | 30 11 12 3.1. 0 | "Holinshed's |
| Technology to research | | | | | Chronicles," |
| recimology to research | | -Demonstrate proper | text |] | |

and illustrate thematic "Out, Damn Slander, verb tense and usage in elements writing. Online lesson Out" completion Optional (time Analysis of a topic permitting): excerpt Worksheets from Paradise Lost SL. Use of effective -Initiate and participate (i.e. teacher techniques to model a effectively in a range of made, specific literary genre -Any Anglo Saxon collaborative discussions crossword (one-on-one, in groups, puzzles, and Medieval Narrative, expository, and teacher-led) with matching, and descriptive writing Literature (ability, stemming from selected diverse partners on word age, and interest pieces of literature grades 11-12 topics, searches appropriate) texts, and issues, building etc.) Reading on others' ideas and -McDougal-Littell **Elements of Poetry** expressing their own Daily **Poetic Movements** 11/12th Grade Text clearly and persuasively. sentence Such as Imagism, short stories (see corrections Romanticism, and stories at: Harlem Renaissance. Make strategic use of Poetic devices such as: digital media (e.g., note cards http://www.classzo Allegory textual, graphical, audio, check ne.com/cz/books/ml Alliteration visual, and interactive lit gr10/book hom Consonance elements) in research Assonance e.htm;jsessionid=T6J presentations to enhance outline Free verse cTNTpR1Hj1vncw1X Sonnet understanding of SGdKJcv7qsdJ2zGXg Parallel structure findings, reasoning, and research Parody **CXMRqdnmvSKWB** evidence and to add paper rough Theme draft peer interest. WpR!356874463?st Figurative language editing Metaphor ate=il, McGraw-Hill Simile Adapt speech to a variety Vocabulary Symbol of contexts and tasks, final draft of Workshop etc.) Allusion demonstrating a research **Imagery** command of formal paper -Interest Inventory **Imagism** English when indicated or Stream of (to gather what appropriate. (See grades Consciousness students are 11-12 Language interested in reading Writing standards 1 and 3 here **Writing Process** for specific expectations.) about) Research **MLA Documentation** -Study Guides Additional Skills: Grammar Apply reading strategies **Poetry** such as SQ3R, KWL, and -Various Graphic Prewrite, Draft, Revise, mapping. Edit, Proofread, Organizers (i.e. Venn Introduction, Body, Diagrams, KWL Analyze literature by Conclusion, Attention applying literary devices Charts, 3-2-1 / Exit getter, Topic sentence, such as theme, irony and Transitions, Clincher, Slips etc.) characterization. Supporting detail, MLA format, Cite, Citation, -Power Points Illustrate critical thinking Index, Periodical,

Anthology, Expository, Narrative, Recursive. Coherence, Anecdote, Unity/flow, Purpose, Thesis statement. Documentation, Outline, Bibliography, Preface, Highlighting, Illustration, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization

Speaking Elements of PoetryAttention getter

Introduction
Transitions/clinchers
Conclusion
Supporting details
Documentation
Professionalism
Tone of voice
Point of view
Credibility
Time allotment
Gestures

Logical sequence
Visual aides
Rhyme
Meter
End rhyme
Rhythm
Assonance

Alliteration Repetition Consonance **Listening**

Elements of Poetry

Attention getter
Introduction
Transitions/clinchers
Conclusion
Supporting details
Documentation
Professionalism
Tone of voice

Point of view Credibility skills by interacting with a variety of literature.

Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.

Illustrate critical thinking skills by interacting with a variety of writing assignments.

Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking skills by interacting with a variety of speaking events.

Demonstrate listening skills by practicing strategies such as SLANT and two-column note taking.
Illustrate critical thinking skills by interacting with a variety of listening opportunities.

(various topics)

- -Video Clips (that correlate with material in class)
- -Task-specific Worksheets for grammar
- -Crossword puzzle generator
- -Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com
- -SMART Notebook 11: SMART Exchange
- -Scotland, PA DVD
- -A Knight's Tale DVD

Additional

Examples:
Cd: Library of Poetry
Video: Copyrights
Video: Correct
Citations &
Works Cited Page
Video: Creating an
Outline

| Time allotment | | | |
|------------------|--|--|--|
| Gestures | | | |
| Logical sequence | | | |
| Visual aides | | | |
| Rhyme | | | |
| Meter | | | |
| End rhyme | | | |
| Rhythm | | | |
| Assonance | | | |
| Alliteration | | | |
| Repetition | | | |
| Consonance | | | |

| February | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|--------------------------|--|--|--|--|------------------------|
| The Restoration | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note taking |
| and the 18 th | | -Define words and roots | Testing | CC 11-12 L. 1 | A = 0 |
| Century | Reading | -Use words both literally | | CC 11-12 L. 2 | -Age |
| | | and figuratively | ESY Testing | CC 11-12 L. 3 | appropriate/high |
| Literary Analysis | Writing | - Interpret words in the | | CC 11-12 L. 4 | interest novels (to |
| Paper | | context they are used | KTEA II | CC 11-12 L. 5 | teacher discretion |
| | Speaking & | -Determine meaning by | Assessment | CC 11-12 L. 6 | based off of student's |
| Balance / | Listening | origin | | Reading | interests). |
| Parallelism | | _ | Cornell Note | CC 11-12 R.L.1 | micrestsj. |
| Parallelisiii | | <u>R.</u> | taking | CC 11-12 R.L. | -Skill Level Pre-Test |
| | | -Reading text | | 2 | Assessment to |
| Phrases | | -Making predictions, | Tests | CC 11-12 R.L 3 | |
| | | assumptions, inferences | | CC 11-12 R.L 4 | determine grade |
| Travel Research | | about the character and | Quizzes | CC 11-12 R.L 5 | level performance (at |
| Paper | | the plot | | CC 11-12 R.L 6 | the beginning of the |
| | | -Analyzing the text for | Projects | CC 11-12 R.L 9 | year / semester) |
| Speeches | | author's purpose, style, | | | |
| | | and voice | Outside | CC 11-12 R.I. 1 | -Teacher-selected |
| Vocabulary | | -Defining select literary | research for | CC 11-12 R.I. 2 | textbooks (i.e. |
| Vocabalary | | terms in relation to texts | extra | CC 11-12 R.I. 3 | McDougal-Littell |
| Reading: | | -Connecting with | credit | CC 11-12 R.I. 4 | 11/12th Grade Text |
| Theme | | reading through shared | | CC 11-12 R.I. 5 | 11/12th Stade Text |
| Simile and | | personal experiences | Journals | CC 11-12 R.I. 6 | Literature: |
| Metaphor | | and current events | | CC 11-12 R.I. 7 | |
| Symbolism | | -Drafting and | Timed essays | CC 11-12 R.I. 9 | |
| Verisimilitude | | performing a satirical | | Writing | |
| Mock epic | | song with group | Study guides | CC 11-12 W. 1 | |

| Heroic couplet | members | | CC 11-12 W. | -Any Anglo Saxon and |
|-----------------------|--------------------------------------|-------------------|-----------------|--------------------------------|
| lambic pentameter | -Interpreting and | Note taking | 10 | , - |
| Figurative and | | Note taking | | Medieval Literature |
| Literal | analyzing narratives | | CC 11-12 W. 2 | (ability, age, and |
| interpretations | -Summarizing main | Presentations | CC 11-12 W. 4 | interest appropriate) |
| Mood | ideas in stories | | CC 11-12 W. 5 | , , |
| Tone | -Formulating a thesis | Debates | CC 11-12 W. 6 | -McDougal-Littell |
| Plot, Climax, and | statement and | | CC 11-12 W. 7 | 11/12 th Grade Text |
| Setting | supporting it with | Role plays | CC 11-12 W. 8 | |
| Irony | specific evidence and | | CC 11-12 W. 9 | short stories (see |
| Characterization | quotations from a piece | Teacher | Speaking & | stories at: |
| Connotation & | of literature | observation and | Listening | http://www.classzon |
| Denotation | -Using clear topic | Conversation | CC 11-12 S.L. 1 | |
| Foreshadowing Satire | , | Conversation | CC 11-12 S.L. 1 | e.com/cz/books/ml_li |
| Juvenalian | sentences. | D | | t_gr10/book_home.h |
| Horatian | -Researching techniques | Paraphrasing | CC 11-12 S.L. 3 | tm;jsessionid=T6JcTN |
| Conflict | -Following correct MLA | selections of | CC 11-12 S.L. 4 | TpR1Hj1vncw1XSGdK |
| Suspense | format for works cited | text | CC 11-12 S.L. 5 | |
| Imagery | and parenthetical | | CC 11-12 S.L. 6 | Jcv7qsdJ2zGXgCXMR |
| Narrator | citations | Online lesson | | qdnmvSKWBWpR!35 |
| | -Outlining | completion | | 6874463?state=il, |
| Writing: | -Note taking | | | McGraw-Hill |
| Use of standard | -Synthesizing and | Worksheets (i.e. | | Vocabulary |
| English | organizing information | teacher made, | | · · |
| Drafting and | from a variety of | crossword | | Workshop etc.) |
| editing | sources | puzzles, | | Lateral Language |
| Calling | -Peer editing | matching, word | | -Interest Inventory |
| Critical analysis of | | searches etc.) | | (to gather what |
| a selected novel | W. | scarcines etc., | | students are |
| (student's choice | | Daily contones | | interested in reading |
| from a provided list | -Demonstrate proper | Daily sentence | | 9 |
| of options) | use of standard English when writing | corrections | | about) |
| Brief review of | -Demonstrated an | note cards | | -Study Guides |
| MLA format for | ability to compose | check | | |
| research paper | correctly formed | | | -Various Graphic |
| G | sentences | research outline | | Organizers (i.e. Venn |
| Grammar: Balanced and | -Demonstrate proper | | | Diagrams, KWL |
| Parallel Structures | verb tense and usage in | research paper | | Charts, 3-2-1 / Exit |
| | writing | rough draft peer | | |
| Phrases | -Using balanced and | editing | | Slips etc.) |
| appositives | parallel structures for | carring | | |
| prepositional | emphasis and cadence | final draft of | | -Power Points |
| infinitives | in sentence structure | | | (various topics) |
| gerunds | In sentence structure | research paper | | |
| participial | CI | A .1.1212 | | -Video Clips (that |
| Speeches: | SL. | <u>Additional</u> | | correlate with |
| Effective public | -Making eye contact | Examples: | | material in class) |
| speaking | -Using appropriate | Literature: | | |
| techniques | gestures | | | -Task-specific |
| | -Speaking at an | -Written | | Worksheets for |
| Use of a visual aid. | appropriate volume and | responses to | | AA OL VOLLECTO TOL |

Reading Literature from the New Land, to 1750 **Elements of Fiction** Elements of Nonfiction **Elements of Poetry** Puritanism Religion Hypocrisy Witch hunt Lust Autocracy Ideology Theocracy Conjured Diabolism Purge Manifest Indictment Writing **Writing Process** Research **MLA Documentation** Grammar Comparison and Contrast Compare, Contrast, Synonyms, Antonyms, Images, Prewrite, Draft, Revise, Edit, Proofread. Introduction, body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher, Supporting detail, MLA format, Cite, Citation, Index. Periodical. Anthology, Expository, Narrative. Recursive, Coherence, Anecdote. Unity/flow, Purpose, Thesis statement,

Documentation,

with enthusiasm
-Tailoring one's speech
to suit the audience
-Incorporating visual
aids into a speech

Additional Skills:

- -Apply reading strategies such as SQ3R, KWL, and mapping.
 -Analyze literature by applying literary devices such as theme, irony and characterization. Illustrate critical thinking skills by interacting with a variety of literature.
- -Demonstrate writing skills by utilizing all stages of the writing process including prewriting, writing, revising, editing, proofreading, and publishing. Illustrate critical thinking skills by interacting with a variety of writing assignments.
- -Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking

skills by interacting with

reading
-Study guides
-Quizzes
-Unit test
-Songs of
Satire Project
-creative
writing

Grammar:

- worksheetstextbookexercisesquizzes/ tests
- Writing and Speech:

-Formal
research paper
project
-Formal
speech
presentation
-Formal literary
analysis paper

Vocabulary:

-Worksheets -Quizzes / tests grammar

- -Crossword puzzle generator
- -Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com
- -SMART Notebook 11: SMART Exchange
- -Selected novels for literary analysis paper
- -Elements of Writing --"Soft Voice of the Serpent"
- -Task specific worksheets for grammar
- -Vocabulary book

Additional Books:

The Crucible or The Scarlet Letter Book: The Chocolate War

| 0.41 | | T | 1 |
|----------------------------|---------------------|---|---|
| Outline, | a | | |
| Bibliography, | variety of speaking | | |
| Preface, | events. | | |
| Highlighting, | | | |
| Illustrations, Works | | | |
| cited, Note cards, | | | |
| Note | | | |
| taking, Bibliography | | | |
| cards, Biography, | | | |
| Autobiography, | | | |
| Glossary, | | | |
| Plagiarism, | | | |
| Statistics, | | | |
| Quotations, | | | |
| Paraphrase, | | | |
| Summary, | | | |
| Development, | | | |
| Description, Setting, | | | |
| Organization Organization | | | |
| Organization | | | |
| Speaking | | | |
| Attention getter | | | |
| Introduction | | | |
| Transitions/clinchers | | | |
| Conclusion | | | |
| Supporting details | | | |
| Documentation | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| | | | |
| Credibility Time allotment | | | |
| | | | |
| Gestures | | | |
| Logical sequence | | | |
| Visual aides | | | |
| | | | |
| | | | |
| | | | |

| March | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------------|--|---|--|--|---------------|
| The Restoration and | <u>Language</u> | <u>L.</u> | Aimsweb Testing | <u>Language</u> | -Cornell Note |
| the 18 th Century | | -Define words and roots | | CC 11-12 L. 1 | taking |
| | Reading | -Use words both literally | ESY Testing | CC 11-12 L. 2 | |

| Literary Analysis Paper | | and figuratively | | CC 11-12 L. 3 | -Age |
|---------------------------------------|--|----------------------------|--------------------|---------------|--|
| | Writing | - Interpret words in the | KTEA II | CC 11-12 L. 4 | appropriate/high |
| Balance / Parallelism | <u>*************************************</u> | context they are used | Assessment | CC 11-12 L. 5 | |
| balance / Taranensin | Speaking | -Determine meaning by | 7.550551110110 | CC 11-12 L. 6 | interest novels |
| Phrases | & | origin | Cornell Note | CC 11-12 L. 0 | (to teacher |
| Fillases | _ | Origin | | Pooding | discretion based |
| Travel Bassansk Bassan | <u>Listening</u> | | taking | Reading | off of student's |
| Travel Research Paper | | R. Bradian to t | T | CC 11-12 | |
| | | -Reading text | Tests | R.L.1 | interests). |
| Speeches | | -Making predictions, | | CC 11-12 R.L. | -Skill Level Pre- |
| | | assumptions, inferences | Quizzes | 2 | |
| Vocabulary | | about the character and | | CC 11-12 R.L | Test Assessment |
| | | the plot | Projects | 3 | to determine |
| Reading: | | -Analyzing the text for | | CC 11-12 R.L | grade level |
| Theme Simile and Metaphor | | author's purpose, style, | Outside research | 4 | performance (at |
| Symbolism | | and voice | for extra | CC 11-12 R.L | the beginning of |
| Verisimilitude | | -Defining select literary | credit | 5 | |
| Mock epic | | terms in relation to texts | | CC 11-12 R.L | the year / |
| Heroic couplet | | -Connecting with reading | Journals | 6 | semester) |
| lambic pentameter | | through shared personal | | CC 11-12 R.L | |
| Figurative and Literal | | experiences and current | Timed essays | 9 | -Teacher-selected |
| interpretations | | events | | | textbooks (i.e. |
| Mood Tone | | -Drafting and performing | Study guides | CC 11-12 R.I. | McDougal-Littell |
| Plot, Climax, and | | a satirical song with | , , | 1 | 11/12th Grade |
| Setting | | group members | Note taking | CC 11-12 R.I. | |
| Irony | | -Interpreting and | | 2 | Text |
| Characterization | | analyzing narratives | Presentations | CC 11-12 R.I. | Literature: |
| Connotation & | | -Summarizing main ideas | | 3 | Literature. |
| Denotation | | in stories | Debates | CC 11-12 R.I. | "The Rape of the |
| Foreshadowing Satire | | -Formulating a thesis | | 4 | Lock," |
| Juvenalian | | statement and | Role plays | CC 11-12 R.I. | "A Modest |
| Horatian | | supporting it with | | 5 | |
| Conflict | | specific evidence and | Teacher | CC 11-12 R.I. | Proposal" |
| Suspense | | quotations from a piece | observation and | 6 | Any Angle Coven |
| Imagery | | of literature | Conversation | CC 11-12 R.I. | -Any Anglo Saxon |
| Narrator | | -Using clear topic | Conversation | 7 | and Medieval |
| Writing: | | sentences. | Paraphrasing | CC 11-12 R.I. | Literature (ability, |
| Use of standard | | -Researching techniques | selections of text | 9 | age, and interest |
| English | | -Following correct MLA | Selections of text | | appropriate) |
| 3 - | | format for works cited | Online lesson | Mriting | - - - - - - - - - - - - - - |
| Drafting and editing | | | Online lesson | Writing | -McDougal-Littell |
| | | and parenthetical | completion | CC 11-12 W. | 11/12 th Grade |
| Critical analysis of a | | citations | Mankels set 11 . | 1 | |
| selected novel (student's choice from | | -Outlining | Worksheets (i.e. | CC 11-12 W. | Text short stories |
| a provided list of | | -Note taking | teacher made, | 10 | (see stories at: |
| options) | | -Synthesizing and | crossword | CC 11-12 W. | http://www.class |
| / | | organizing information | puzzles, | 2 | zone.com/cz/boo |
| Brief review of MLA | | from a variety of sources | matching, word | CC 11-12 W. | ks/ml lit gr10/b |
| format for research | | -Peer editing | searches etc.) | 4 | ook home.htm;js |
| paper | | | | CC 11-12 W. | OOK_HOITE-HUII,JS |

| | 1 147 | D.1 | - | A CONTRACTOR TO LATER T |
|---|------------------------------|-------------------------|--------------------|-------------------------|
| | <u>W.</u> | Daily sentence | 5 | essionid=T6JcTNT |
| Grammar: | -Demonstrate proper use | corrections | CC 11-12 W. | pR1Hj1vncw1XSG |
| Balanced and Parallel | of standard English when | | 6 | dKJcv7qsdJ2zGXg |
| Structures | writing | note cards check | CC 11-12 W. | CXMRqdnmvSKW |
| | -Demonstrated an ability | | 7 | |
| Phrases | to compose correctly | research outline | CC 11-12 W. | BWpR!35687446 |
| appositives | formed sentences | | 8 | 3?state=il, |
| prepositional | -Demonstrate proper | research paper | CC 11-12 W. | McGraw-Hill |
| infinitives | verb tense and usage in | rough draft peer | 9 | Vocabulary |
| gerunds | writing | editing | | Workshop etc.) |
| participial | -Using balanced and | 0 | Speaking & | Workshop etc.) |
| Speeches: | parallel structures for | final draft of | Listening | -Interest |
| Effective public | emphasis and cadence in | research paper | CC 11-12 S.L. | |
| speaking techniques | sentence structure | research paper | 1 | Inventory (to |
| | sentence structure | Additional | CC 11-12 S.L. | gather what |
| Use of a visual aid. | CI | Additional Examples: | | students are |
| | SL. | Examples: | 2 CC 11-12 S.L. | interested in |
| Reading | -Making eye contact | Literature: | | reading about) |
| Literature from the New Land, to 1750 | -Using appropriate | | 3 | reading about) |
| Elements of Fiction | gestures | -Written | CC 11-12 S.L. | -Study Guides |
| Elements of Piction Elements of Nonfiction | -Speaking at an | responses to | 4 | -Study Guides |
| Elements of Poetry | appropriate volume and | reading | CC 11-12 S.L. | -Various Graphic |
| Puritanism | with enthusiasm | -Study guides | 5 | • |
| Religion | -Tailoring one's speech to | -Quizzes | CC 11-12 S.L. | Organizers (i.e. |
| Hypocrisy | suit the audience | -Unit test | 6 | Venn Diagrams, |
| Witch hunt | -Incorporating visual aids | -Songs of Satire | | KWL Charts, 3-2-1 |
| Lust | into a speech | Project | | / Exit Slips etc.) |
| Autocracy Ideology | | -creative writing | | , , |
| Theocracy | Additional Skills: | 0 | | -Power Points |
| Conjured | -Apply reading strategies | Grammar: | | (various topics) |
| Diabolism | such as SQ3R, KWL, and | | | (various topics) |
| Purge | mapping. | - worksheets | | -Video Clips (that |
| Manifest | -Analyze literature by | - textbook | | |
| Indictment | applying literary devices | exercises | | correlate with |
| **** | such as theme, irony and | - quizzes/ tests | | material in class) |
| Writing Writing Process. | characterization. | Writing and | | |
| Research | Illustrate critical thinking | Writing and Speech: | | -Task-specific |
| MLA documentation | skills by interacting with | opecui. | | Worksheets for |
| Grammar | a | -Formal | | grammar |
| Comparison and | variety of literature. | research paper | | |
| contrast | variety of literature. | project | | -Crossword |
| Compare, Contrast, | Domonstrata writing | -Formal speech | | puzzle generator |
| Synonyms, Antonyms, | -Demonstrate writing | presentation | | 3 |
| Images, Prewrite, Draft, | skills | -Formal literary | | -Task-specific |
| Revise, Edit, Proofread, Introduction, Body, | by utilizing all stages of | analysis paper | | Rubrics (i.e. |
| Conclusion, Attention | the writing process | analysis paper | | , |
| getter, Topic sentence, | including prewriting, | | | writing |
| Transitions, Clincher, | writing, revising, editing, | Vocabulary: | | assignments, |
| Supporting detail, MLA | proofreading, and | | | research papers, |
| format, Cite, Citation, | publishing. | | | |

| Index, Periodical, | Illustrate critical thinking | -Worksheets | oral |
|---|------------------------------|------------------|--------------------------|
| Anthology, Expository, | skills by interacting with | -Quizzes / tests | presentations, |
| Narrative, Recursive, | a | | group projects |
| Coherence, Anecdote, Unity/flow, Purpose, | variety of writing | | |
| Thesis statement, | assignments. | | and teamwork |
| Documentation, | | | etc.) |
| Outline, Bibliography, | -Demonstrate speaking | | www.rubistar.co |
| Preface, Highlighting, | skills by practicing | | m |
| Illustrations, Works | , , , | | <u></u> |
| cited, Note cards, Note | speaking strategies that | | -SMART |
| taking, Bibliography | include emphasis on | | |
| cards, Biography, | body | | Notebook 11: |
| autobiography, | language and | | SMART Exchange |
| Glossary, Plagiarism, | vocalization | | |
| Statistics, Quotations, | techniques. | | -Selected novels |
| Paraphrase, Summary, | Illustrate critical thinking | | for literary |
| Development, Description, Setting, | skills by interacting with | | analysis paper |
| Organization | a | | |
| Organization | variety of speaking | | -Elements of |
| Speaking | events. | | Writing |
| Attention getter | events. | | "Soft Voice of |
| Introductions | | | the Serpent" |
| Transitions/clinchers | | | the Serpent |
| Conclusion | | | T1 |
| Supporting details | | | -Task specific |
| Documentation | | | worksheets for |
| Professionalism | | | grammar |
| Tone of voice | | | |
| Point of view Credibility | | | -Vocabulary book |
| Time allotment | | | |
| Gestures | | | Additional Books: |
| Logical sequence | | | |
| Visual aides | | | The Crucible or The |
| | | | Scarlet Letter |
| | | | Book: The Chocolate |
| | | | War |
| | | | |
| | | | |

| | Skills | Content/Activities/Readings | Formal | Common Core | Resources |
|-------|----------|-------------------------------|------------|---------------|-----------|
| April | (What | (What will we use to help the | assessmen | Standards | |
| | will the | student learn the skill?) | t Options | (How do | |
| | student | | (How will | these skills | |
| | be able | | we know if | relate to the | |
| | to do?) | | the skill | Common | |
| | | | has been | Core?) | |
| | | | mastered?) | | |

| -The Flowering of | Language | <u>L.</u> | Aimsweb | Language | -Cornell Note |
|---------------------------------|------------------|---------------------------------|-------------|-----------------|---------------------|
| Romanticism | Language | -Define words and roots | | CC 11-12 L. 1 | |
| | Dandina | | Testing | | taking |
| -The Victorians | Reading | -Use words both literally and | | CC 11-12 L. 2 | |
| - Modern and | 347.212 | figuratively | | CC 11-12 L. 3 | |
| Contemporary | Writing | -Interpret words in the | ECV Tablica | CC 11-12 L. 4 | |
| Literature | _ | context they are used | ESY Testing | CC 11-12 L. 5 | -Age |
| -1984 | <u>Speaking</u> | -Determine meaning by origin | | CC 11-12 L. 6 | appropriate/high |
| -Crime and | <u>&</u> | | | | interest novels (to |
| Punishment | <u>Listening</u> | | L/TEAU | | teacher discretion |
| -Clauses | | <u>R.</u> | KTEA II | <u>Reading</u> | based off of |
| -Sentence Structure | | -Reading text | Assessmen | CC 11-12 R.L.1 | |
| -Vocab | | -Making predictions, | t | CC 11-12 R.L. | student's |
| | | assumptions, inferences about | | 10 | interests). |
| Reading: | | the character and the plot | | CC 11-12 R.L. | |
| Theme | | -Analyzing the text for | | 2 | |
| Simile and Metaphor | | author's purpose, style, and | Cornell | CC 11-12 R.L 3 | |
| Symbolism | | voice | Note taking | CC 11-12 R.L 4 | -Skill Level Pre- |
| Figurative and Literal | | -Defining select literary terms | | CC 11-12 R.L 5 | Test Assessment |
| interpretations | | in relation to texts | | CC 11-12 R.L 6 | to determine |
| Mood | | -Connecting with reading | | CC 11-12 R.L 7 | grade level |
| Tone | | through shared personal | Tests | CC 11-12 R.L. | |
| Plot, Climax, and Setting Irony | | experiences and current | | 9 | performance (at |
| Characterization | | events | | | the beginning of |
| Connotation & | | -Drafting and writing creative | Quizzes | CC 11-12 R.I. 1 | the year / |
| Denotation | | narratives | | CC 11-12 R.I. | semester) |
| Foreshadowing | | -Interpreting and analyzing | | 10 | |
| Satire | | narratives | Projects | CC 11-12 R.I. 2 | -Teacher-selected |
| Conflict | | -Summarizing main ideas in | | CC 11-12 R.I. 2 | textbooks (i.e. |
| Suspense | | stories | | CC 11-12 R.I. 4 | McDougal-Littell |
| Imagery | | stories | Outside | CC 11-12 R.I. 4 | _ |
| Narrator | | | research | | 11/12th Grade |
| Propaganda | | | for extra | CC 11-12 R.I. 6 | Literature |
| Romanticism | | | credit | CC 11-12 R.I. 7 | examples: |
| Neoclassicism | | <u>W.</u> | | | |
| Inverted syntax | | -Demonstrate proper use of | | Writing | "Kubla Khan," |
| Alliteration Consonance | | standard English when writing | Journals | CC 11-12 W. 1 | "The Lady of |
| Assonance | | -Demonstrate an ability to | | CC 11-12 W. | Shalott," |
| Onomatopoeia | | compose correctly formed | | 10 | "My Last Duchess" |
| Dramatic monologue | | sentences using a variety of | Timed | CC 11-12 W. 3 | "Dover" |
| Allusions | | clauses and structures | essays | CC 11-12 W. 4 | "Beach," |
| 7 | | -Demonstrate proper verb | , | CC 11-12 W. 5 | "The Darkling |
| Writing: | | tense and usage in writing | | CC 11-12 W. 6 | Thrush," |
| Use of standard English | | | Study | CC 11-12 W. 7 | "Ah, Are You |
| | | SL. | guides | CC 11-12 W. 9 | Digging on My |
| Drafting and editing | | -Initiate and participate | | | Grave?" |
| | | effectively in a range of | | Speaking & | "The Hollow |
| Complete sentences | | collaborative discussions (one- | Note taking | Listening | Men," |
| | | · · | | CC 11-12 S.L. 1 | "The Rocking- |
| Analysis of a topic | | on-one, in groups, and | | CC 11-12 S.L. 2 | THE ROCKING |
| | 1 | I . | I | , 2 | |

| | toochar lad) with divarsa | Drocontatio | CC 11-12 S.L. 3 | Harsa Minnar" |
|--------------------------------|-----------------------------|----------------|-----------------|--------------------------------|
| Narrative, descriptive, | teacher-led) with diverse | Presentatio | | Horse Winner," |
| and persuasive writing | partners on grades 11-12 | ns | CC 11-12 S.L. 5 | "Do Not Go Gentle |
| stemming from selected | topics, texts, and issues, | | CC 11-12 S.L. 6 | into That Good |
| pieces of literature | building on others' ideas a | and Debates | | Night" |
| | expressing their own clear | | | |
| Grammar: | and persuasively. | ., | | Am. Amela Causa |
| | and persuasivery. | Role plays | | -Any Anglo Saxon |
| Clauses | -Evaluate a speaker's poin | | | and Medieval |
| independent | | | | Literature (ability, |
| subordinate | view, reasoning, and use o | Teacher | | age, and interest |
| relative | evidence and rhetoric, | observatio | | appropriate) |
| absolutes | assessing the stance, | n and | | |
| Sentence Structure | premises, links among ide | as, Conversati | | -McDougal-Littell |
| simple | word choice, points of | | | 11/12 th Grade Text |
| compound | emphasis, and tone used. | on | | short stories (see |
| complex | emphasis, and tone used. | | | - |
| compound-complex. | -Make strategic use of dig | ital | | stories at: |
| | media (e.g., textual, graph | | | http://www.classz |
| Literature from The | audio, visual, and interact | · · | | one.com/cz/books |
| Revolutionary Period, | | | | /ml_lit_gr10/book |
| 1750-1800 | elements) in presentation | of toyt | | home.htm;jsessi |
| Literature from A | enhance understanding of | f | | onid=T6JcTNTpR1 |
| Growing A Nation, 1800-1840 | findings, reasoning, and | Online | | Hj1vncw1XSGdKJc |
| Elements of Fiction | evidence and to add inter | | | |
| Elements of Nonfiction | | completion | | v7qsdJ2zGXgCXM |
| Elements of Poetry | -Adapt speech to a variety | of completion | | <u>RqdnmvSKWBWp</u> |
| Revolution | contexts and tasks, | Worksheet | | R!356874463?stat |
| Age of Reason | demonstrating a comman | | | <u>e=il</u> , McGraw-Hill |
| Autobiography | formal English when indic | 3 (1 | | Vocabulary |
| Political Writing | or appropriate. (See grade | tederiei | | Workshop etc.) |
| Journalism | | induc, | | , |
| Eloquence Ballad | 11-12 Language standards | crossword | | -Interest Inventory |
| Hymn | and 3 here for specific | puzzles, | | (to gather what |
| Logic/reasoning | expectations.) | matching, | | students are |
| Discipline | | word | | |
| Inferences | | searches | | interested in |
| Aphorism | | | | reading about) |
| Oratory | | etc.) | | Cr. d. C. M. |
| Personification | | | | -Study Guides |
| Parallelism | | | | Various Craphia |
| Epistle | | Daily | | -Various Graphic |
| Narrative Romance | | • | | Organizers (i.e. |
| Romance Romanticism | | sentence | | Venn Diagrams, |
| Folk Tales | | corrections | | KWL Charts, 3-2-1 |
| Blank verse | | | | / Exit Slips etc.) |
| Alliteration | | | | . , , , , , , , |
| Consonance | | note cards | | -Power Points |
| | | note cards | J | |

| Assonance | | check | (various topics) |
|--------------------------|--|-------------|----------------------|
| Allusions | | | , , |
| Writing | | | -Video Clips (that |
| Writing Process | | research | • • |
| Research and Analysis | | outline | correlate with |
| MLA Documentation | | outline | material in class) |
| Grammar | | | |
| Prewrite, Draft, Revise, | | | -Task-specific |
| Edit, Proofread, | | research | Worksheets for |
| Introduction, Body, | | paper | grammar |
| Conclusion, Attention | | rough draft | grammar |
| getter, Topic sentence, | | peer | -Crossword puzzle |
| Transitions, Clincher, | | editing | • |
| Supporting detail, MLA | | | generator |
| format, Cite, Citation, | | | |
| Index, Periodical, | | final draft | -Task-specific |
| Anthology, Expository, | | of research | Rubrics (i.e. |
| Narrative, Recursive, | | paper | writing |
| Coherence, Anecdote, | | paper | _ |
| Unity/flow, Purpose, | | | assignments, |
| Thesis statement, | | | research papers, |
| Documentation, | | | oral presentations, |
| Outline, Bibliography, | | | group projects and |
| Preface, Highlighting, | | | |
| Illustration, Works | | | teamwork etc.) |
| cited, Note cards, Note | | | www.rubistar.com |
| taking, Bibliography | | | |
| cards, Biography, | | | -SMART |
| Autobiography, | | | Notebook 11: |
| Glossary, Plagiarism, | | | SMART Exchange |
| Statistics, Quotations, | | | JIVIANT Exchange |
| Paraphrase, Summary, | | | Timed essays |
| Development, | | | Timea essays |
| Description, Setting, | | | Revolutionary |
| Organization | | | editorial |
| Speaking | | | Caltorial |
| Attention getter | | | Literary analysis or |
| Introduction | | | miniresearch |
| Transitions/clinchers | | | paper |
| Conclusion | | | paper |
| Supporting details | | | |
| Documentation | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| Credibility | | | |
| Time allotment | | | |
| Gestures | | | |
| Logical sequence | | | |
| Visual aides | | | |
| Listening | | | |
| Attention getter | | | |
| Introduction | | | |

| Transitions/clinchers | | | |
|-----------------------|--|--|--|
| Conclusion | | | |
| Supporting details | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| Credibility | | | |
| Logical sequence | | | |

| Мау | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|--------------------------------|--|---|--|--|-------------------|
| -The Flowering of | Language | <u>L.</u> | Aimsweb | Language | -Cornell Note |
| Romanticism | | -Define words and roots | Testing | CC 11-12 L. 1 | taking |
| -The Victorians | Reading | -Use words both literally and | J | CC 11-12 L. 2 | J |
| - Modern and | | figuratively | | CC 11-12 L. 3 | |
| Contemporary | <u>Writing</u> | -Interpret words in the context | | CC 11-12 L. 4 | |
| Literature | | they are used | ESY Testing | CC 11-12 L. 5 | -Age |
| -1984 | Speaking | -Determine meaning by origin | | CC 11-12 L. 6 | appropriate/hig |
| -Crime and | <u>&</u> | | | | h interest novels |
| Punishment | <u>Listening</u> | | | | (to teacher |
| -Clauses | | | KTEA II | <u>Reading</u> | discretion based |
| -Sentence | | <u>R.</u> | Assessment | CC 11-12 R.L.1 | |
| Structure | | -Reading text | | CC 11-12 R.L. | off of student's |
| -Vocab | | -Making predictions, | | 10 | interests). |
| | | assumptions, inferences about | Cornell Note | CC 11-12 R.L. | |
| Reading: | | the character and the plot | | 2 | |
| Theme | | -Analyzing the text for author's | taking | CC 11-12 R.L 3 | -Skill Level Pre- |
| Simile and | | purpose, style, and voice | | CC 11-12 R.L 4 | |
| Metaphor Symbolism | | -Defining select literary terms in | | CC 11-12 R.L 5 | Test Assessment |
| Figurative and | | relation to texts | Tests | CC 11-12 R.L 6 | to determine |
| Literal | | -Connecting with reading through | Tests | CC 11-12 R.L 7 | grade level |
| interpretations | | shared personal experiences and | | CC 11-12 R.L. | performance (at |
| Mood | | current events | Quizzes | 9 | the beginning of |
| Tone | | -Drafting and writing creative | Quizzes | | the year / |
| Plot, Climax, and | | narratives | | CC 11-12 R.I. 1 | |
| Setting | | -Interpreting and analyzing | Projects | CC 11-12 R.I. | semester) |
| Irony | | narratives | | 10 | -Teacher- |
| Characterization Connotation & | | -Summarizing main ideas in | | CC 11-12 R.I. 2 | selected |
| Denotation & | | stories | Outside | CC 11-12 R.I. 3 | |
| Foreshadowing | | | research for | CC 11-12 R.I. 4 | textbooks (i.e. |
| | | | | CC 11-12 R.I. 5 | |

| | ı | T | | 2011 12 2 1 2 | |
|------------------------------|---|-----------------------------------|-------------------|-----------------|-----------------------------|
| Satire | | <u>W.</u> | extra | CC 11-12 R.I. 6 | McDougal-Littell |
| Conflict | | -Demonstrate proper use of | credit | CC 11-12 R.I. 7 | 11/12th Grade |
| Suspense | | standard English when writing | | | |
| Imagery | | -Demonstrate an ability to | | Writing | Literature |
| Narrator | | compose correctly formed | Journals | CC 11-12 W. 1 | examples: |
| Propaganda | | sentences using a variety of | | CC 11-12 W. | examples: |
| Romanticism | | clauses and structures | | 10 | "Kubla Khan," |
| Neoclassicism | | -Demonstrate proper verb tense | Timed essays | CC 11-12 W. 3 | "The Lady of |
| Inverted syntax Alliteration | | and usage in writing | | CC 11-12 W. 4 | Shalott," |
| Consonance | | and asage in writing | | CC 11-12 W. 5 | "My Last |
| Assonance | | SL. | Study guides | CC 11-12 W. 6 | Duchess" |
| Onomatopoeia | | · | , 0 | CC 11-12 W. 0 | |
| Dramatic | | -Initiate and participate | | | "Dover" |
| monologue | | effectively in a range of | Note taking | CC 11-12 W. 9 | "Beach," |
| Allusions | | collaborative discussions (one- | | 6 1: 0 | "The Darkling |
| | | on-one, in groups, and teacher- | | Speaking & | Thrush," |
| Writing: | | led) with diverse partners on | Presentations | Listening | "Ah, Are You |
| Use of standard | | ' | | CC 11-12 S.L. 1 | Digging on My |
| English | | grades 11-12 topics, texts, and | | CC 11-12 S.L. 2 | Grave?" |
| | | issues, building on others' ideas | Debates | CC 11-12 S.L. 3 | "The Hollow |
| Drafting and | | and expressing their own clearly | | CC 11-12 S.L. 5 | Men," |
| editing | | and persuasively. | | CC 11-12 S.L. 6 | "The Rocking- |
| | | , | Role plays | | Horse Winner," |
| Complete | | -Evaluate a speaker's point of | | | "Do Not Go |
| sentences | | view, reasoning, and use of | | | Gentle into That |
| | | · • | Teacher | | Good Night" |
| Analysis of a topic | | evidence and rhetoric, assessing | observation | | 0 1 |
| Namativo | | the stance, premises, links among | and | | |
| Narrative, descriptive, and | | ideas, word choice, points of | Conversation | | -Any Anglo |
| persuasive writing | | emphasis, and tone used. | Conversation | | Saxon and |
| stemming from | | | | | |
| selected pieces of | | -Make strategic use of digital | | | Medieval |
| literature | | media (e.g., textual, graphical, | Paraphrasing | | Literature |
| | | audio, visual, and interactive | selections of | | (ability, age, and |
| Grammar: | | | text | | interest |
| | | elements) in presentations to | text | | appropriate) |
| Clauses | | enhance understanding of | Online lesson | | арргорпасеј |
| independent | | findings, reasoning, and evidence | | | -McDougal- |
| subordinate | | and to add interest. | completion | | Littell 11/12 th |
| relative | | | 14/0 wlash = = += | | - |
| absolutes | | -Adapt speech to a variety of | Worksheets | | Grade Text short |
| | | contexts and tasks, | (i.e. teacher | | stories (see |
| Sentence Structure | | demonstrating a command of | made, | | stories at: |
| simple | | formal English when indicated or | crossword | | http://www.clas |
| compound | | appropriate. | puzzles, | | - |
| complex compound- | | appropriate. | | | szone.com/cz/b |
| complex | | | matching, word | | ooks/ml_lit_gr1 |
| Reading | | | searches etc.) | | <u>0/book_home.h</u> |
| Literature from | | | | | tm;jsessionid=T6 |
| Contemporary | | | | | |
| | 1 | 1 | 1 | I | |

| | T | T | |
|----------------------------|----------------|---|-----------------------|
| Writers, 1946- | | | <u>JcTNTpR1Hj1vnc</u> |
| present | | | w1XSGdKJcv7qs |
| Vietnam | Daily sentence | | dJ2zGXgCXMRqd |
| Multi-cultural | corrections | | nmvSKWBWpR! |
| Literature | | | |
| Elements of Fiction | | | 356874463?stat |
| Elements of | | | e=il , McGraw- |
| Nonfiction | note cards | | Hill Vocabulary |
| Elements of poetry | check | | Workshop etc.) |
| Vietnam Historical fiction | | | workshop etc. |
| Military affairs | | | -Interest |
| Narrative | research | | |
| Autobiography | outline | | Inventory (to |
| Stream of | outime | | gather what |
| Consciousness | | | students are |
| Writing Process | research paper | | interested in |
| Research and | rough draft | | |
| Analysis | _ | | reading about) |
| MLA | peer editing | | |
| Documentation | | | -Study Guides |
| Grammar | 6 | | |
| Prewrite, Draft, | final draft of | | -Various Graphic |
| Revise, | research paper | | Organizers (i.e. |
| Edit, Proofread, | | | Venn Diagrams, |
| Introduction, Body, | | | KWL Charts, 3-2- |
| Conclusion, | | | • |
| Attention | | | 1 / Exit Slips |
| getter, Topic | | | etc.) |
| sentence, | | | |
| Transitions, | | | -Power Points |
| Clincher, | | | (various topics) |
| Supporting detail, | | | |
| MLA | | | -Video Clips |
| format, Cite, | | | (that correlate |
| Citation, | | | with material in |
| Index, Periodical, | | | |
| Anthology, | | | class) |
| Expository, | | | |
| Narrative, | | | -Task-specific |
| Recursive, | | | Worksheets for |
| Coherence, | | | grammar |
| Anecdote, Unity/flow, | | | · • |
| Purpose, | | | -Crossword |
| Thesis statement, | | | puzzle generator |
| Documentation, | | | hazzie Reilei afol |
| Outline, | | | -Task-specific |
| Bibliography, | | | • |
| Preface, | | | Rubrics (i.e. |
| Highlighting, | | | writing |
| Illustration, Works | | | assignments, |
| cited, Note cards, | | | J, |
| 2.200, 1.000 00100, | 1 | l | |

| Γ | | |
|---------------------|--|-------------------|
| Note | | research papers, |
| taking, | | oral |
| Bibliography | | presentations, |
| cards, Biography, | | - |
| Autobiography, | | group projects |
| Glossary, | | and teamwork |
| Plagiarism, | | etc.) |
| Statistics, | | www.rubistar.co |
| Quotations, | | |
| Paraphrase, | | <u>m</u> |
| Summary, | | |
| Development, | | -SMART |
| Description, | | Notebook 11: |
| Setting, | | SMART |
| Organization | | Exchange |
| Speaking | | Ü |
| Attention getter | | Timed essays |
| Introduction | | Timea cosays |
| Transitions/clinche | | Revolutionary |
| rs | | editorial |
| Conclusion | | Cartoriai |
| Supporting details | | Literary analysis |
| Documentation | | or miniresearch |
| Professionalism | | paper |
| Tone of Voice | | рарет |
| Point of view | | |
| Credibility | | |
| Time allotment | | |
| Gestures | | |
| Logical sequence | | |
| Visual aides | | |
| Listening | | |
| Attention getter | | |
| Introduction | | |
| Transitions/clinche | | |
| rs | | |
| Conclusion | | |
| Supporting details | | |
| Professionalism | | |
| Tone of voice | | |
| Point of view | | |
| Credibility | | |
| Logical sequence | | |

| | Skills | Content/Activities/Readings | Formal | Common | Resources |
|------|------------|-------------------------------|---------------------|--------------|-----------|
| June | (What will | (What will we use to help the | assessment | Core | |
| | the | student learn the skill?) | Options (How | Standards | |
| | student | | will we know | (How do | |
| | be able to | | if the skill has | these skills | |

| | do?) | | been | relate to the | |
|-------------------------|------------------|---------------------------------|---------------|---------------|---------------------------|
| | uo:, | | mastered?) | Common | |
| | | | illastereu: j | Core?) | |
| -The Flowering of | Language | <u>L.</u> | Aimsweb | Language | -Cornell Note |
| Romanticism | Language | -Define words and roots | Testing | CC 11-12 L. 1 | taking |
| -The Victorians | Reading | -Use words both literally and | resting | CC 11-12 L. 1 | taking |
| | Reduing | • | FCV Tooting | | |
| - Modern and | 147.515 | figuratively | ESY Testing | CC 11-12 L. 3 | |
| Contemporary | Writing | -Interpret words in the | | CC 11-12 L. 4 | -Age |
| Literature | | context they are used | KTEA II | CC 11-12 L. 5 | appropriate/high |
| -1984 | Speaking | -Determine meaning by origin | Assessment | CC 11-12 L. 6 | interest novels (to |
| -Crime and | <u>&</u> | | | | · · |
| Punishment | <u>Listening</u> | | Cornell Note | | teacher discretion |
| -Clauses | | <u>R.</u> | taking | Reading | based off of |
| -Sentence Structure | | -Reading text | | CC 11-12 | student's |
| -Vocab | | -Making predictions, | Tests | R.L.1 | interests). |
| | | assumptions, inferences about | | CC 11-12 R.L. | |
| Reading: | | the character and the plot | Quizzes | 10 | |
| Theme | | -Analyzing the text for | | CC 11-12 R.L. | |
| Simile and Metaphor | | author's purpose, style, and | Projects | 2 | -Skill Level Pre- |
| Symbolism | | voice | lifojects | CC 11-12 R.L | Test Assessment |
| Figurative and Literal | | -Defining select literary terms | Outside | 3 | to determine |
| interpretations | | in relation to texts | research for | CC 11-12 R.L | grade level |
| Mood | | | | | performance (at |
| Tone | | -Connecting with reading | extra | 4 | the beginning of |
| Plot, Climax, and | | through shared personal | credit | CC 11-12 R.L | the year / |
| Setting | | experiences and current | | 5 | semester) |
| Irony | | events | Journals | CC 11-12 R.L | semester) |
| Characterization | | -Drafting and writing creative | | 6 | -Teacher-selected |
| Connotation & | | narratives | Timed essays | CC 11-12 R.L | textbooks (i.e. |
| Denotation | | -Interpreting and analyzing | | 7 | , |
| Foreshadowing | | narratives | Study guides | CC 11-12 R.L. | McDougal-Littell |
| Satire Conflict | | -Summarizing main ideas in | | 9 | 11/12th Grade |
| Suspense | | stories | Note taking | | 13h a mada a ma |
| l . ' | | | | CC 11-12 R.I. | Literature |
| Imagery Narrator | | <u>w.</u> | Presentations | 1 | examples: |
| Propaganda | | -Demonstrate proper use of | | CC 11-12 R.I. | ((1/l-l- 1/l // |
| Romanticism | | standard English when writing | Debates | 10 | "Kubla Khan," |
| Neoclassicism | | -Demonstrate an ability to | Debates | CC 11-12 R.I. | "The Lady of Shalott," |
| Inverted syntax | | compose correctly formed | Role plays | 2 | "My Last |
| Alliteration | | sentences using a variety of | Note plays | CC 11-12 R.I. | Duchess" |
| Consonance | | clauses and structures | Toochor | | "Dover" |
| Assonance | | | Teacher | 3 | "Beach," |
| Onomatopoeia | | -Demonstrate proper verb | observation | CC 11-12 R.I. | "The Darkling |
| Dramatic monologue | | tense and usage in writing | and | 4 | Thrush," |
| Allusions | | | Conversation | CC 11-12 R.I. | "Ah, Are You |
| | | SL. | | 5 | Digging on My |
| Writing: | | -Initiate and participate | Paraphrasing | CC 11-12 R.I. | Grave?" |
| Use of standard English | | effectively in a range of | selections of | 6 | "The Hollow |
| | | collaborative discussions (one- | text | CC 11-12 R.I. | Men," |
| Drafting and editing | | (0.10 | | 7 | "The Rocking- |

| | on-one, in groups, and | Online lesson | | Horse Winner," |
|--|----------------------------------|----------------|---------------|---------------------------|
| Complete sentences | teacher-led) with diverse | completion | Writing | "Do Not Go |
| | • | | CC 11-12 W. | Gentle into That |
| Analysis of a topic | partners on grades 11-12 | Worksheets | 1 | Good Night" |
| | topics, texts, and issues, | (i.e. teacher | CC 11-12 W. | |
| Narrative, descriptive, | building on others' ideas and | made, | 10 | |
| and persuasive writing | expressing their own clearly | crossword | CC 11-12 W. | -Any Anglo Saxon |
| stemming from | and persuasively. | puzzles, | 3 | and Medieval |
| selected pieces of literature | | matching, | CC 11-12 W. | Literature (ability, |
| literature | -Evaluate a speaker's point of | word searches | 4 | age, and interest |
| Grammar: | view, reasoning, and use of | etc.) | CC 11-12 W. | appropriate) |
| | evidence and rhetoric, | (10.7) | 5 | |
| Clauses | assessing the stance, | Daily sentence | CC 11-12 W. | -McDougal-Littell |
| independent | | corrections | 6 | 11/12 th Grade |
| subordinate | premises, links among ideas, | | CC 11-12 W. | Text short stories |
| relative | word choice, points of | note cards | 7 | (see stories at: |
| absolutes | emphasis, and tone used. | check | CC 11-12 W. | http://www.classz |
| Contained Structure | | CITCON | 9 | one.com/cz/book |
| Sentence Structuresimple | -Make strategic use of digital | research | | s/ml_lit_gr10/boo |
| compound | media (e.g., textual, graphical, | outline | Speaking & | k home.htm;jsess |
| complex | audio, visual, and interactive | Cutilite | Listening | ionid=T6JcTNTpR1 |
| compound-complex | elements) in presentations to | research | CC 11-12 S.L. | Hj1vncw1XSGdKJc |
| | · · | paper rough | 1 | v7qsdJ2zGXgCXM |
| Reading | enhance understanding of | draft peer | CC 11-12 S.L. | RqdnmvSKWBWp |
| Literature from | findings, reasoning, and | editing | 2 | R!356874463?stat |
| Contemporary | evidence and to add interest. | Culting | CC 11-12 S.L. | e=il , McGraw-Hill |
| Writers, 1946-present | | final draft of | 3 | Vocabulary |
| Vietnam | -Adapt speech to a variety of | research | CC 11-12 S.L. | Workshop etc.) |
| Multi-cultural | contexts and tasks, | paper | 5 | workshop etc.) |
| Literature | demonstrating a command of | paper | CC 11-12 S.L. | -Interest |
| Elements of Fiction Elements of Nonfiction | formal English when indicated | | 6 | Inventory (to |
| Elements of Normation | or appropriate. | | 0 | gather what |
| Vietnam | | | | students are |
| Historical fiction | | | | interested in |
| Military affairs | | | | |
| Narrative | | | | reading about) |
| Autobiography | | | | -Study Guides |
| Stream of | | | | Study Guides |
| Consciousness. | | | | -Various Graphic |
| Writing Process | | | | Organizers (i.e. |
| Research and Analysis | | | | Venn Diagrams, |
| MLA Documentation Grammar | | | | KWL Charts, 3-2-1 |
| Prewrite, Draft, Revise, | | | | / Exit Slips etc.) |
| Edit, Proofread, | | | | , Exit Slips ctc., |
| Introduction, Body, | | | | -Power Points |
| Conclusion, Attention | | | | (various topics) |
| getter, Topic sentence, | | | | |
| Transitions, Clincher, | | | | -Video Clips (that |

| Companyting datail NALA | | | |
|-------------------------|---|---|--------------------|
| Supporting detail, MLA | | | correlate with |
| format, Cite, Citation, | · | | material in class) |
| Index, Periodical, | · | | |
| Anthology, Expository, | · | | -Task-specific |
| Narrative, Recursive, | | | Worksheets for |
| Coherence, Anecdote, | · | | grammar |
| Unity/flow, Purpose, | · | | 8 |
| Thesis statement, | | | -Crossword puzzle |
| Documentation, | · | | generator |
| Outline, Bibliography, | · | | generator |
| Preface, Highlighting, | | | -Task-specific |
| Illustration, Works | · | | - |
| cited, Note cards, Note | · | | Rubrics (i.e. |
| taking, Bibliography | | | writing |
| cards, Biography, | | | assignments, |
| Autobiography, | | | research papers, |
| Glossary, Plagiarism, | | | oral |
| Statistics, Quotations, | | | presentations, |
| Paraphrase, Summary, | | | |
| Development, | | | group projects |
| Description, Setting, | | | and teamwork |
| Organization. | | | etc.) |
| Speaking | | | www.rubistar.co |
| Attention getter | | | m |
| Introduction | | | <u></u> |
| Transitions/clinchers | | | -SMART |
| Conclusion | | | Notebook 11: |
| Supporting details | | | SMART Exchange |
| Documentation | | | Sivil Lixellange |
| Professionalism | | | Timed essays |
| Tone of Voice | | | Tillieu essays |
| Point of view | | | Revolutionary |
| Credibility | | | editorial |
| Time allotment | | | euitoriai |
| Gestures | | | Litaram, analysis |
| Logical sequence | | | Literary analysis |
| Visual aides. | | | or miniresearch |
| Listening | | | paper |
| Attention getter | | | |
| Introduction | | | |
| Transitions/clinchers | | | |
| Conclusion | | | |
| Supporting details | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| | | | |
| Credibility | | | |
| Logical sequence | | l | |
| | | | |

UCAN Tech 11th and 12th grade English III and IV Curriculum Map

| September | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------|---|---|--|--|---------------|
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note |
| | | -Demonstrate command of the | Testing | CC 11-12 L. 1 | taking |
| <u>Literature:</u> | Reading | conventions of standard English | | CC 11-12 L. 2 | |
| Theme | | grammar and usage when | ESY Testing | CC 11-12 L. 3 | -Age |
| Simile, Metaphor, | <u>Writing</u> | writing or speaking. | | CC 11-12 L. 4 | appropriate/ |
| symbolism | | - Demonstrate command of the | KTEA II | CC 11-12 L. 5 | high interest |
| Figurative and | Speaking & | conventions of standard English | Assessment | CC 11-12 L. 6 | novels (to |
| Literal | Listening | capitalization, punctuation, and | | | teacher |
| interpretations | | spelling when writing. | Cornell Note | Reading | discretion |
| Mood | | - Demonstrate understanding of | taking | CC 11-12 R.L.1 | based off of |
| Tone | | figurative language, word | | CC 11-12 R.L. | student's |
| Plot, Climax, and | | relationships, and nuances in | Tests | 2 | interests). |
| Setting | | word meanings. | | CC 11-12 R.L 3 | 61.111. |
| Characterization | | - Acquire and use accurately | Quizzes | CC 11-12 R.L 4 | -Skill Level |
| Connotation & | | general academic and domain- | D | CC 11-12 R.L 5 | Pre-Test |
| Denotation | | specific words and phrases, | Projects | CC 11-12 R.L 6 | Assessment |
| Foreshadowing Conflict | | sufficient for reading, writing, | Outside | CC 11-12 R.L 7 CC 11-12 R.L 9 | to determine |
| Suspense | | speaking, and listening at the college and career readiness | research for | CC 11-12 K.L 9 | grade level |
| Imagery | | level; demonstrate | extra | CC 11-12 R.I. 1 | performance |
| Kennings | | independence in gathering | credit | CC 11-12 R.I. 1 | (at the |
| Scop | | vocabulary knowledge when | credit | CC 11-12 R.I. 2 | beginning of |
| Epic hero | | considering a word or phrase | Journals | CC 11-12 R.I. 4 | |
| Epic | | important to comprehension or | Journals | CC 11-12 R.I. 5 | the year / |
| Alliteration | | expression. | Timed | CC 11-12 R.I. 7 | semester) |
| Caesura | | | essays | | -Teacher- |
| Narrator | | <u>R.</u> | , , . | Writing | |
| | | -Reading text | Study | | selected |
| Writing: | | -Making predictions, | guides | CC11-12 W. | textbooks |
| Use of standard | | assumptions, inferences about | | 10 | (i.e. |
| English | | the character and the plot | Note taking | CC11-12 W. 2 | McDougal- |
| | | -Analyzing the text for author's | | CC11-12 W. 3 | Littell |
| Drafting and | | purpose, style, and voice | Presentatio | CC11-12 W. 4 | 11/12th |
| editing | | -Defining select literary terms in | ns | CC11-12 W. 5 | Grade Text |
| | | relation to texts | | CC11-12 W. 6 | |
| Complete | | -Connecting with reading | Debates | CC11-12 W. 7 | Literature: |
| sentences | | through shared personal | | CC11-12 W. 8 | The American |
| | | experiences and current events | Role plays | CC11-12 W. 9 | Tradition, |

| Technology to | -Drafting and writing creative | | | Uncle Tom's |
|-------------------|---|----------------|-----------------|-----------------------------|
| research and | narratives | Teacher | Speaking & | Cabin, The |
| incorporate facts | -Interpret and analyze narratives | observation | Listening & | Adventures |
| to craft a | -interpret and analyze namatives | and | CC 11-12 S.L. 1 | of |
| research paper | | Conversatio | CC 11-12 S.L. 2 | Huckleberry |
| research paper | w. | n | CC 11-12 S.L. 5 | Finn, Beowulf |
| Analysis of a | -Use of standard English | '' | CC 11-12 S.L. 6 | Or Robin |
| topic | Ose of Standard English | Paraphrasin | 00 11 12 3.2. 0 | |
| | -Drafting and editing | g selections | | Hood |
| Development and | | of text | | -Any Anglo |
| support of a | -Complete sentences | | | |
| thesis statement | , , , , , , , , , , , , , , , , , , , | Online | | Saxon and |
| | -Technology to research and | lesson | | Medieval |
| Proper use of | incorporate facts to craft a | completion | | Literature |
| expository | research paper | · | | (ability, age, |
| techniques and | | Worksheets | | and interest |
| MLA format | -Analysis of a topic | (i.e. teacher | | appropriate) |
| when writing a | | made, | | ' ' ' |
| formal research | -Development and support of a | crossword | | -McDougal- |
| paper | thesis statement | puzzles, | | Littell 11/12 th |
| | | matching, | | Grade Text |
| Use of effective | -Proper use of expository | word | | short stories |
| techniques to | techniques and MLA format | searches | | (see stories |
| model a specific | when writing a formal research | etc.) | | ` |
| literary genre | paper | _ | | at: |
| | | Daily | | http://www.c |
| Narrative and | -Use of effective techniques to | sentence | | lasszone.com |
| descriptive | model a specific literary genre | corrections | | /cz/books/ml |
| writing stemming | No contract of the contract | | | _lit_gr10/boo |
| from selected | -Narrative and descriptive | note cards | | k home.htm; |
| pieces of | writing stemming from selected pieces of literature | check | | jsessionid=T6 |
| literature | pieces of literature | research | | JcTNTpR1Hj1 |
| Topic/Vocabulary: | | outline | | vncw1XSGdKJ |
| Reading | <u>S.L.</u> | Outilile | | cv7qsdJ2zGX |
| Literature from | 3.1. | research | | - |
| Division, War and | -Initiate and participate | paper rough | | gCXMRqdnm |
| Reconciliation, | effectively in a range of | draft peer | | vSKWBWpR! |
| 1855- | collaborative discussions (one- | editing | | 356874463?s |
| 1865. | on-one, in groups, and teacher- | Carenig | | <u>tate=il</u> , |
| Elements of | led) with diverse partners on | final draft of | | McGraw-Hill |
| Fiction. | grades 11-12 topics, texts, and | research | | Vocabulary |
| Elements of | issues, building on others' ideas | paper | | Workshop |
| Nonfiction. | and expressing their own clearly | | | etc.) |
| Elements of | and persuasively. | | | |
| Poetry | | | | -Interest |
| Racism | Evaluate a speaker's point of | | | Inventory (to |
| Slavery | view, reasoning, and use of | | | |

Prejudice Hatred Dialect Dialogue Eloquence **Paradox Epic** Industrialization **Abolish** Free verse Spiritual **Pious** Quadroon Mulatto Abolition Emancipation Topic/Vocabulary: Writing Writing Process. Research. MLA Documentation **Literary Analysis** or Definition Prewrite, Draft, Revise, Edit, Proofread, Introduction, Body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher, Supporting detail, MLA format, Cite, Citation, Index, Periodical, Anthology, Expository, Narrative, Recursive, Coherence,

Anecdote,

evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Additional Skills:

Apply reading strategies such as SQ3R (Survey, Question, Read, Recite, Review), KWI, (what do you Know, what do you want to know, what have you Learned) and mapping.

Analyze literature by applying literary devices such as theme, irony and Characterization.

Illustrate critical thinking skills by interacting with a variety of literature.

Speaking

Attention getter Introduction Transitions/clinchers Conclusion Supporting details

Documentation

gather what students are interested in reading about)

-Study Guides

-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)

-Power **Points** (various topics)

-Video Clips (that correlate with material in class)

-Task-specific Worksheets for grammar

-Crossword puzzle generator

-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations , group

| Unity/flow, | Professionalism | projects and | t |
|--------------------|-------------------------------------|--------------|-----------|
| Purpose, | Tone of voice | teamwork | |
| Thesis statement, | Point of view | etc.) | |
| Documentation, | Credibility | www.rubist | ar |
| Outline, | Time allotment | | <u>u.</u> |
| Bibliography, | Gestures | <u>.com</u> | |
| Preface, | Logical sequence | -SMART | |
| Highlighting, | Visual aides | | |
| Illustrations, | | Notebook 1 | 1: |
| Works | Listening | SMART | |
| cited, Note cards, | Attention getter | Exchange | |
| Note | Introduction Transactions/clinchers | | |
| taking, | Conclusion | | |
| Bibliography | Supporting details | | |
| cards, Biography, | Professionalism | | |
| Autobiography, | Tone of voice | | |
| Glossary, | Point of view | | |
| Plagiarism, | Credibility | | |
| Statistics, | Logical sequence | | |
| Quotations, | | | |
| Paraphrase, | | | |
| Summary, | | | |
| Development, | | | |
| Description, | | | |
| Setting, | | | |
| Organization | | | |
| | | | |
| | | | |
| | 1 | | |

| October | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|---|--|---|--|--|---|
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note |
| Literature: Theme Simile, Metaphor, symbolism Figurative and Literal interpretations Mood | Reading Writing Speaking & | -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking Demonstrate command of the conventions of standard English capitalization, | ESY Testing KTEA II Assessment | CC 11-12 L. 1 CC 11-12 L. 2 CC 11-12 L. 3 CC 11-12 L. 4 CC 11-12 L. 5 CC 11-12 L. 6 | -Age appropriate/high interest novels (to teacher discretion based off of |

| Γ_ | T | | | T = | |
|---|-----------|---------------------------------|--------------------|---------------|------------------------|
| Tone | Listening | punctuation, and spelling | Cornell Note | Reading | student's |
| Plot, Climax, and | | when writing. | taking | CC 11-12 | interests). |
| Setting | | - Demonstrate understanding | | R.L.1 | |
| Characterization | | of figurative language, word | Tests | CC 11-12 R.L. | -Skill Level Pre-Test |
| Connotation & | | relationships, and nuances in | | 2 | Assessment to |
| Denotation | | word meanings. | Quizzes | CC 11-12 R.L | determine grade |
| Foreshadowing | | - Acquire and use accurately | Qu | 3 | level performance |
| Conflict | | general academic and | Projects | CC 11-12 R.L | (at the beginning of |
| Suspense | | domain-specific words and | rrojects | 4 | the year / |
| Imagery | | • | Outside | CC 11-12 R.L | • |
| Kennings | | phrases, sufficient for | | | semester) |
| Scop | | reading, writing, speaking, | research for | 5 | |
| Epic hero | | and listening at the college | extra | CC 11-12 R.L | -Teacher-selected |
| Epic Alliteration | | and career readiness level; | credit | 6 | textbooks (i.e. |
| Caesura | | demonstrate independence | | CC 11-12 R.L | McDougal-Littell |
| Narrator | | in gathering vocabulary | Journals | 7 | 11/12th Grade Text |
| Narrator | | knowledge when considering | | CC 11-12 R.L | <u>Literature:</u> The |
| Writing: | | a word or phrase important | Timed essays | 9 | American |
| Use of standard | | to comprehension or | | | Tradition, |
| English | | expression. | Study guides | CC 11-12 R.I. | Uncle Tom's Cabin, |
| LIIBII3II | | ' | , 0 | 1 | The |
| Drafting and editing | | | Note taking | CC 11-12 R.I. | Adventures of |
| | | <u>R.</u> | Trote taking | 2 | Huckleberry |
| Complete sentences | | -Reading text | Presentations | CC 11-12 R.I. | Finn, Beowulf Or |
| ' | | | Fresentations | 3 | Robin Hood |
| Technology to | | -Making predictions, | Debates | CC 11-12 R.I. | ROBIII HOOU |
| research and | | assumptions, inferences | Debates | | A A.s.la Carra |
| incorporate facts to | | about the character and the | | 4 | -Any Anglo Saxon |
| craft a research | | plot | Role plays | CC 11-12 R.I. | and Medieval |
| paper | | -Analyzing the text for | | 5 | Literature (ability, |
| | | author's purpose, style, and | Teacher | CC 11-12 R.I. | age, and interest |
| Analysis of a topic | | voice | observation | 7 | appropriate) |
| | | -Defining select literary terms | and | | |
| Development and | | in relation to texts | Conversation | Writing | -McDougal-Littell |
| support of a thesis | | -Connecting with reading | | | 11/12th Grade Text |
| statement | | through shared personal | Paraphrasing | CC11-12 W. | short stories (see |
| | | experiences and current | selections of | 10 | stories at: |
| Proper use of | | events | text | CC11-12 W. 2 | http://www.classzo |
| expository | | -Drafting and writing creative | | CC11-12 W. 3 | ne.com/cz/books/ |
| techniques and MLA | | narratives | Online lesson | CC11-12 W. 4 | ml_lit_gr10/book_h |
| format when writing | | | | CC11-12 W. 4 | ome.htm;jsessionid |
| a formal research | | -Interpret and analyze | completion | | · · · |
| paper | | narratives | Marie de la contra | CC11-12 W. 6 | =T6JcTNTpR1Hj1vn |
| lles of offertive | | | Worksheets | CC11-12 W. 7 | cw1XSGdKJcv7qsdJ |
| Use of effective | | <u>W.</u> | (i.e. teacher | CC11-12 W. 8 | 2zGXgCXMRqdnmv |
| techniques to model a specific literary | | -Use of standard English | made, | CC11-12 W. 9 | SKWBWpR!356874 |
| genre | | | crossword | | 463?state=il, |
| Scilic | | -Drafting and editing | puzzles, | Speaking & | McGraw-Hill |
| Narrative and | | | matching, | Listening | Vocabulary |
| descriptive writing | | -Complete sentences | word searches | CC 11-12 S.L. | Workshop etc.) |
| stemming from | | | etc.) | 1 | |
| stemming morn | | 1 | <u> </u> | I | |

| colored pieces of | <u> </u> | Tankanlamita wasaash and | T | CC 11-12 S.L. | Interest Inventors |
|-------------------------------|----------|-------------------------------|----------------|---------------|-----------------------|
| selected pieces of literature | | -Technology to research and | | | -Interest Inventory |
| literature | | incorporate facts to craft a | Daily sentence | 2 | (to gather what |
| Topic/Vocabulary: | | research paper | corrections | CC 11-12 S.L. | students are |
| Reading | | | | 5 | interested in |
| Literature from | | -Analysis of a topic | note cards | CC 11-12 S.L. | reading about) |
| Division, War and | | | check | 6 | |
| Reconciliation, 1855- | | -Development and support of | | | -Study Guides |
| 1865. | | a thesis statement | research | | , |
| Elements of Fiction. | | | outline | | -Various Graphic |
| Elements of | | -Proper use of expository | | | Organizers (i.e. |
| Nonfiction. | | techniques and MLA format | research | | Venn Diagrams, |
| Elements of Poetry | | when writing a formal | | | KWL Charts, 3-2-1 / |
| Racism | | _ | paper rough | | |
| Slavery | | research paper | draft peer | | Exit Slips etc.) |
| Prejudice | | | editing | | |
| Hatred | | -Use of effective techniques | | | -Power Points |
| Dialect | | to model a specific literary | final draft of | | (various topics) |
| Dialogue | | genre | research | | |
| Eloquence | | | paper | | -Video Clips (that |
| Paradox | | -Narrative and descriptive | | | correlate with |
| Epic | | writing stemming from | | | material in class) |
| Industrialization | | selected pieces of literature | | | , |
| Abolish | | p | | | -Task-specific |
| Free verse | | <u>S.L.</u> | | | Worksheets for |
| Spiritual | | -Initiate and participate | | | |
| Pious | | | | | grammar |
| Quadroon | | effectively in a range of | | | C |
| Mulatto | | collaborative discussions | | | -Crossword puzzle |
| Abolition | | (one-on-one, in groups, and | | | generator |
| Emancipation | | teacher-led) with diverse | | | |
| | | partners on grades 11-12 | | | -Task-specific |
| Topic/Vocabulary: | | topics, texts, and issues, | | | Rubrics (i.e. writing |
| Writing | | building on others' ideas and | | | assignments, |
| Writing Process. | | expressing their own clearly | | | research papers, |
| Research. | | and persuasively. | | | oral presentations, |
| MLA Documentation | | , | | | group projects and |
| Literary Analysis or | | Evaluate a speaker's point of | | | teamwork etc.) |
| Definition | | view, reasoning, and use of | | | www.rubistar.com |
| Prewrite, Draft, | | | | | www.iubistar.com |
| Revise, | | evidence and rhetoric, | | | CAAADTAL |
| Edit, Proofread, | | assessing the stance, | | | -SMART Notebook |
| Introduction, Body, | | premises, links among ideas, | | | 11: SMART |
| Conclusion, Attention | | word choice, points of | | | Exchange |
| getter, Topic | | emphasis, and tone used. | | | |
| sentence, | | | | | |
| Transitions, Clincher, | | Make strategic use of digital | | | |
| Supporting detail, | | media (e.g., textual, | | | |
| MLA | | graphical, audio, visual, and | | | |
| format, Cite, Citation, | | interactive elements) in | | | |
| Index, Periodical, | | presentations to enhance | | | |
| Anthology, | | • | | | |
| Expository, | | understanding of findings, | |] | |

Narrative, Recursive, reasoning, and evidence and Coherence, to add interest. Anecdote, Unity/flow, Purpose, Adapt speech to a variety of Thesis statement, contexts and tasks, Documentation, demonstrating a command of Outline, Bibliography, formal English when Preface, Highlighting, indicated or appropriate. Illustrations, Works (See grades 11-12 Language cited, Note cards, standards 1 and 3 here for Note taking, Bibliography specific expectations.) cards, Biography, Autobiography, Additional Skills: Glossary, Plagiarism, Statistics, Quotations, Apply reading strategies Paraphrase, such as SQ3R (Survey, Summary, Question, Read, Recite, Development, Review), KWI, (what do Description, Setting, you Know, what do you Organization want to know, what have you Learned) and mapping. Analyze literature by applying literary devices such as theme, irony and Characterization. Illustrate critical thinking skills by interacting with a variety of literature. **Speaking** Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides Listening

Attention getter

| Introduction | | |
|------------------------|--|--|
| Transactions/clinchers | | |
| Conclusion | | |
| Supporting details | | |
| Professionalism | | |
| Tone of voice | | |
| Point of view | | |
| Credibility | | |
| Logical sequence | | |

| November | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|---|--|--|---|--|--|
| Content: Reading: Theme Simile and Metaphor Symbolism Figurative and literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Conflict Suspense Allegory Imagery Historical Writing Chivalry Lyric poems Frame story Alliteration Stock epithets Medieval narratives Exemplum | Language Reading Writing Speaking & Listening | L. -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin R. -Reading text -Making predictions, assumptions, inferences about the character and the plot -Analyzing the text for author's purpose, style, and voice -Defining select literary terms in relation to texts -Connecting with reading through shared personal experiences and current events -Drafting and writing | Aimsweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes | Language CC 11-12 L. 1 CC 11-12 L. 2 CC 11-12 L. 3 CC 11-12 L. 4 CC 11-12 L. 5 CC 11-12 L. 6 Reading CC 11-12 R.L. 2 CC 11-12 R.L. 3 CC 11-12 R.L 4 CC 11-12 R.L 5 CC 11-12 R.L 6 CC 11-12 R.L 7 CC 11-12 R.L | -Cornell Note taking -Age appropriate/high interest novels (to teacher discretion based off of student's interests). -Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester) -Teacher-selected textbooks (i.e. McDougal-Littell |
| Narrator Medieval romance Soliloquy Pastoral | | creative narratives -Using technology to create a soundtrack that | Projects Outside | 9 CC 11-12 R.I. | 11/12th Grade Text Ex:"The |

| | 1 | 1 | T | T |
|------------------------------|----------------------------|-------------------|---------------|--------------------------------|
| Sonnet | connects to literary | research for | 1 | Seafarer," |
| Couplet | themes | extra | CC 11-12 R.I. | |
| Quatrain | -Interpreting and | credit | 2 | "The Wanderer," |
| Rhyme Scheme | analyzing narratives | | CC 11-12 R.I. | "The Wife's |
| Speaker | -Summarizing main | | 3 | Lament," |
| Comic relief | ideas in stories | Journals | CC 11-12 R.I. | The Canterbury |
| Blank verse | lueas III stories | Joannais | | Tales, |
| Tragedy | | | 4 | "Sir Gawain and |
| Tragic hero | | Time and a second | CC 11-12 R.I. | |
| | <u>W.</u> | Timed essays | 5 | the Green Knight," |
| Writing: | -Demonstrate proper | | CC 11-12 R.I. | "Le Morte |
| Use of standard English | use of standard English | | 6 | d'Arthur," |
| | conventions when | Study guides | CC 11-12 R.I. | Sonnets from C. |
| Drafting and editing | writing | | 7 | Marlowe, Sir W. |
| | -Demonstrate an ability | | | Raleigh, E. |
| Complete sentences | to compose correctly | Note taking | Writing | Spenser, and |
| | formed sentences | | CC11-12 W. | Shakespeare |
| Technology to research | | | | Macbeth, |
| and illustrate thematic | -Demonstrate proper | Presentations | 10 | "Holinshed's |
| elements | verb tense and usage in | | CC11-12 W. 2 | |
| | writing | | CC11-12 W. 3 | Chronicles," |
| Analysis of a topic | | Debates | CC11-12 W. 4 | "Out, Damn |
| | | | CC11-12 W. 5 | Slander, Out" |
| Use of effective techniques | SL. | | CC11-12 W. 6 | Optional (time |
| to model a specific literary | -Initiate and participate | Role plays | CC11-12 W. 9 | permitting): |
| genre | effectively in a range of | Note plays | | excerpt from |
| | collaborative discussions | | Speaking & | Paradise Lost |
| Narrative, expository, and | (one-on-one, in groups, | Teacher | Listening | |
| descriptive writing | and teacher-led) with | | CC 11-12 S.L. | |
| stemming from selected | diverse partners on | observation | 1 | -Any Anglo Saxon |
| pieces of literature. | | and | CC 11-12 S.L. | and Medieval |
| Reading | grades 11-12 topics, | Conversation | | |
| Literature from the | texts, and issues, | | 5 | Literature (ability, |
| New England | building on others' ideas | | CC 11-12 S.L. | age, and interest |
| Renaissance, 1840- | and expressing their | | 6 | appropriate) |
| 1855 Literature from | own clearly and | Paraphrasing | | - - |
| Realism and the | persuasively. | selections of | | -McDougal-Littell |
| Frontier, 1865-1915 | | text | | 11/12 th Grade Text |
| Elements of Fiction | Make strategic use of | | | 1 |
| Elements of Nonfiction | digital media (e.g., | Online lesson | | short stories (see |
| Elements of Poetry | textual, graphical, audio, | completion | | stories at: |
| Transcendentalism | visual, and interactive | ' | | http://www.classz |
| Anti-transcendentalism | elements) in | Worksheets | | one.com/cz/books |
| Over soul | presentations to | | | |
| Regionalism | enhance understanding | (i.e. teacher | | /ml_lit_gr10/book |
| Realism | _ | made, | | <u>home.htm;jsessi</u> |
| Naturalism | of findings, reasoning, | crossword | | onid=T6JcTNTpR1 |
| Utopia Allegory | and evidence and to add | puzzles, | | Hj1vncw1XSGdKJc |
| Renaissance | interest. | | | |
| Romanticism | | matching, | | v7qsdJ2zGXgCXM |
| Dialect | Adapt speech to a | word searches | | RqdnmvSKWBWp |
| Narration | variety of contexts and | | | |

| Culture | tasks, demonstrating a | etc.) | R!356874463?stat |
|--|------------------------------|----------------|---------------------|
| Local color | command of formal | | e=il , McGraw-Hill |
| | English when indicated | | |
| Topic/Vocabulary: | or appropriate. (See | | Vocabulary |
| Writing | grades 11-12 Language | Daily sentence | Workshop etc.) |
| Writing process | standards 1 and 3 here | corrections | |
| Research MI A documentation | | corrections | -Interest Inventory |
| MLA documentation Grammar | for specific | | (to gather what |
| Pre-write, Draft, | expectations.) | | students are |
| Revise, Edit | | note cards | |
| Proofread, Introduction, | Additional Skills: | | interested in |
| Body, Conclusion, | Apply reading strategies | check | reading about) |
| Attention getter, Topic | such as SQ3R, KWL, and | | |
| sentence, Transitions, | mapping. | | -Study Guides |
| Clincher, Supporting | Analyze literature by | research | |
| detail, MLA format, | applying literary devices | outline | -Various Graphic |
| Cite, Citation, Index | such as theme, irony and | | Organizers (i.e. |
| Periodical, Anthology, Expository, Narrative, | characterization. | | Venn Diagrams, |
| Recursive, Coherence, | | research | KWL Charts, 3-2-1 |
| Anecdote, Unity/flow, | Illustrate critical thinking | paper rough | · · |
| Purpose, Thesis | skills by interacting with a | draft peer | / Exit Slips etc.) |
| statement, | variety of literature. | editing | |
| Documentation, | | | -Power Points |
| Outline, Bibliography, | Demonstrate writing | | (various topics) |
| Preface, Highlighting, | skills | final draft of | |
| Illustrations, Works | by utilizing all stages of | research | -Video Clips (that |
| cited, Note cards, Note | the writing process | paper | correlate with |
| taking, Bibliography cards, Biography, | including pre-writing, | | material in class) |
| Autobiography, | writing, revising, editing, | | material in classy |
| Glossary, | proofreading, and | | -Task-specific |
| Plagiarism, Statistics, | publishing. | | • |
| Quotations, Paraphrase, | | | Worksheets for |
| Summary, | Illustrate critical | | grammar |
| Development, | thinking | | |
| Description, Setting, | skills by interacting with | | -Crossword puzzle |
| Organization | a | | generator |
| Speaking Attention getter | variety of writing | | |
| Introduction | assignments. | | -Task-specific |
| Transitions/clinchers | assigninents. | | Rubrics (i.e. |
| Conclusion | Domonotusto sussitivo | | writing |
| Supporting details | Demonstrate speaking | | |
| Documentation | skills by practicing | | assignments, |
| Professionalism | speaking strategies that | | research papers, |
| Tone of vice | include emphasis on | | oral presentations, |
| Point of view | body | | group projects and |
| Credibility Time allotment | language and | | , , , |
| Time allotment Gestures | vocalization | | teamwork etc.) |
| Logical sequence | techniques. | | www.rubistar.com |
| Visual aides | Illustrate critical | | |
| Listening | thinking | | -SMART |
| Attention getter | skills by interacting with | | Notebook 11: |

| Introduction | a | SMART Exchange |
|-----------------------|-----------------------------|-------------------|
| Transitions/clinchers | variety of speaking | |
| Conclusion | events. | -Scotland, PA DVD |
| Supporting details | events. | |
| Professionalism | Danie anatorata lista nin s | -A Knight's Tale |
| Tone of voice | Demonstrate listening | |
| Point of view | skills by practicing | DVD |
| Credibility | strategies such as SLANT | |
| Logical sequence | and two-column note | |
| | taking. | |
| | Illustrate critical | |
| | thinking | |
| | skills by interacting with | |
| | a | |
| | variety of listening | |
| | opportunities. | |

| December | Skills (What will the student be able to do?) | Content/Activities/Reading s (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|--|--|--|--|--|---------------------|
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note |
| | | -Define words and roots | Testing | CC 11-12 L. 1 | taking |
| Reading: | Reading | -Use words both literally | | CC 11-12 L. 2 | |
| Theme | | and figuratively | ESY Testing | CC 11-12 L. 3 | |
| Simile and Metaphor | Writing | -Interpret words in the | | CC 11-12 L. 4 | |
| Symbolism | | context they are used | KTEA II | CC 11-12 L. 5 | -Age |
| Figurative and literal interpretations | Speaking | -Determine meaning by | Assessment | CC 11-12 L. 6 | appropriate/high |
| Mood | <u>&</u> | origin | | | interest novels (to |
| Tone | Listening | | Cornell Note | | teacher discretion |
| Plot, Climax, and | | <u>R.</u> | taking | Reading | |
| Setting | | -Reading text | | CC 11-12 | based off of |
| Irony | | -Making predictions, | Tests | R.L.1 | student's |
| Characterization | | assumptions, inferences | | CC 11-12 R.L. | interests). |
| Connotation & | | about the character and the | Quizzes | 2 | |
| Denotation | | plot | | CC 11-12 R.L | |
| Foreshadowing | | -Analyzing the text for | Projects | 3 | |
| Conflict | | author's purpose, style, and | | CC 11-12 R.L | -Skill Level Pre- |
| Suspense | | voice | Outside | 4 | Test Assessment |
| Allegory | | -Defining select literary | research for | CC 11-12 R.L | to determine |
| Imagery Historical Writing | | terms in relation to texts | extra | 5 | grade level |
| Chivalry | | -Connecting with reading | credit | CC 11-12 R.L | 6. 232 12721 |

| Luria na ama | thus yell should be used as | <u> </u> | | |
|-------------------------------|-------------------------------|----------------|---------------|----------------------|
| Lyric poems | through shared personal | | 6 | performance (at |
| Frame story Alliteration | experiences and current | Journals | CC 11-12 R.L | the beginning of |
| Stock epithets | events | | 7 | the year / |
| Medieval narratives | -Drafting and writing | Timed essays | CC 11-12 R.L | semester) |
| Exemplum | creative narratives | | 9 | Semestery |
| Narrator | -Using technology to create | Study guides | | -Teacher-selected |
| Medieval romance | a soundtrack that connects | | CC 11-12 R.I. | |
| Soliloquy | to literary themes | Note taking | 1 | textbooks (i.e. |
| Pastoral | -Interpreting and analyzing | | CC 11-12 R.I. | McDougal-Littell |
| Sonnet | narratives | Presentations | 2 | 11/12th Grade |
| Couplet | -Summarizing main ideas in | | CC 11-12 R.I. | Text |
| Quatrain | stories | Debates | 3 | . 5/10 |
| Rhyme Scheme | 3001163 | Debates | CC 11-12 R.I. | Literature: |
| Speaker | | Dalamlava | | Ziteratarer |
| Comic relief | | Role plays | 4 | "The Seafarer," |
| Blank verse | <u>W.</u> | | CC 11-12 R.I. | "The Wanderer," |
| Tragedy | -Demonstrate proper use of | Teacher | 5 | "The Wife's |
| Tragic hero | standard English | observation | CC 11-12 R.I. | Lament," |
| | conventions when writing | and | 6 | , |
| Writing: | -Demonstrate an ability to | Conversation | CC 11-12 R.I. | The Canterbury |
| Use of standard | compose correctly formed | | 7 | Tales, |
| English | sentences | Paraphrasing | | "Sir Gawain and |
| | -Demonstrate proper verb | selections of | Writing | the Green Knight," |
| Drafting and editing | tense and usage in writing | text | CC11-12 W. | "Le Morte |
| | | | 10 | d'Arthur," |
| Complete sentences | | Online lesson | CC11-12 W. 2 | Sonnets from C. |
| | | completion | CC11-12 W. 3 | Marlowe, Sir W. |
| Technology to | SL. | Completion | CC11-12 W. 4 | Raleigh, E. |
| research and illustrate | -Initiate and participate | Worksheets | CC11-12 W. 5 | Spenser, and |
| thematic elements | effectively in a range of | (i.e. teacher | CC11-12 W. 6 | Shakespeare |
| | collaborative discussions | | | Macbeth, |
| Analysis of a topic | | made, | CC11-12 W. 9 | "Holinshed's |
| | (one-on-one, in groups, and | crossword | | Chronicles," |
| Use of effective | teacher-led) with diverse | puzzles, | Speaking & | "Out, Damn |
| techniques to model a | partners on grades 11-12 | matching, word | Listening | |
| specific literary genre | topics, texts, and issues, | searches etc.) | CC 11-12 S.L. | Slander, Out" |
| | building on others' ideas | | 1 | Optional (time |
| Narrative, expository, | and expressing their own | Daily sentence | CC 11-12 S.L. | permitting): |
| and descriptive writing | clearly and persuasively. | corrections | 5 | excerpt from |
| stemming from | | | CC 11-12 S.L. | Paradise Lost |
| selected pieces of literature | Make strategic use of digital | note cards | 6 | |
| Literature from the | media (e.g., textual, | check | | |
| Modern Age, 1915- | graphical, audio, visual, and | | | -Any Anglo Saxon |
| 1946 | interactive elements) in | research | | and Medieval |
| Elements of Fiction | presentations to enhance | outline | | Literature (ability, |
| Elements of | understanding of findings, | Jacinic | | age, and interest |
| Nonfiction | reasoning, and evidence and | research naner | | |
| Elements of Poetry | | research paper | | appropriate) |
| Love | to add interest. | rough draft | | |
| Greed | | peer editing | | -McDougal-Littell |
| | Adapt speech to a variety of | | | |

| Power | contexts and tasks, | final draft of | 11/12 th Grade Text |
|--|------------------------------|----------------|--------------------------------|
| Wealth | demonstrating a command | research paper | short stories (see |
| Roaring 20's | of formal English when | | stories at: |
| Lost generation | indicated or appropriate. | | |
| Expatriates | (See grades 11-12 Language | | http://www.classz |
| Black culture | standards 1 and 3 here for | | one.com/cz/books |
| Epigraph | specific expectations.) | | /ml lit gr10/book |
| Epigram | specific expectations. | | home.htm;jsessi |
| Stoicism | Additional Skills: | | |
| Illusion | Additional Skills. | | onid=T6JcTNTpR1 |
| Disillusion | Apply reading strategies | | <u>Hj1vncw1XSGdKJc</u> |
| Disillusionment Allusion | such as SQ3R, KWL, and | | v7qsdJ2zGXgCXM |
| Morale | mapping. | | RgdnmvSKWBWp |
| Gender roles | mapping. | | R!356874463?stat |
| Moral | | | |
| Amoral | Analyze literature by | | <u>e=il</u> , McGraw-Hill |
| Immoral | applying literary devices | | Vocabulary |
| Demoralized | such as theme, irony and | | Workshop etc.) |
| Writing | characterization. | | , , |
| Writing Process | | | -Interest Inventory |
| Research | | | (to gather what |
| MLA Documentation | Illustrate critical thinking | | students are |
| Grammar | skills by interacting with a | | |
| Literary Analysis or | variety of literature. | | interested in |
| Definition | | | reading about) |
| Prewrite, Draft, | | | |
| Revise, | | | -Study Guides |
| Edit, | Demonstrate writing skills | | |
| Proofread, | by utilizing all stages of | | -Various Graphic |
| Introduction, | the writing process | | Organizers (i.e. |
| Body, Conclusion | including pre-writing, | | Venn Diagrams, |
| Attention getter, | writing, revising, editing, | | - |
| Topic sentence, | proofreading, and | | KWL Charts, 3-2-1 |
| Transitions, | publishing. | | / Exit Slips etc.) |
| Clincher, Supporting | | | |
| detail, | | | -Power Points |
| MLA format, Cite, | Illustrate critical thinking | | (various topics) |
| Citation, Index, Periodical, Anthology, | skills by interacting with a | | |
| Expository, Narrative, | variety of writing | | -Video Clips (that |
| Recursive, Coherence, | assignments. | | correlate with |
| Anecdote, Unity/flow, | ussignments. | | material in class) |
| Purpose, Thesis | | | material in class) |
| statement, | | | Tack specific |
| Documentation, | Demonstrate speaking | | -Task-specific |
| Outline, | skills by practicing | | Worksheets for |
| Bibliography, Preface, | speaking strategies that | | grammar |
| Highlighting, | | | |
| Illustrations, | include emphasis on body | | -Crossword puzzle |
| Works cited, Note | language and vocalization | | generator |
| cards, | techniques. | | |
| Note taking, | Illustrate critical thinking | | |

| Bibliography cards, | skills by interacting with a | 1 | -Task-specific |
|-------------------------------|------------------------------|---|---------------------|
| Biography, | variety of speaking events. | | · |
| Autobiography, | variety of speaking events. | | Rubrics (i.e. |
| Glossary, Plagiarism, | | | writing |
| Statistics, Quotations, | | | assignments, |
| Paraphrase, Summary, | Demonstrate listening | | research papers, |
| Development, | skills by practicing | | oral presentations, |
| Description, Setting, | strategies such as SLANT | | group projects and |
| Organization | and two-column note | | teamwork etc.) |
| Speaking Attention getter | taking. | | , |
| Attention getter Introduction | Illustrate critical thinking | | www.rubistar.com |
| Transitions/clinchers | skills by interacting with a | | CNAADT |
| Conclusion | variety of listening | | -SMART |
| Supporting details | opportunities. | | Notebook 11: |
| Documentation | opportunities. | | SMART Exchange |
| Professionalism | | | |
| Tone of Voice | | | -Scotland, PA DVD |
| Point of view | | | |
| Credibility | | | -A Knight's Tale |
| Time allotment | | | DVD |
| Gestures | | | |
| Logical sequence Visual aides | | | Addition book |
| Visual alues | | | examples: |
| | | | Book: The Great |
| | | | Gatsby |
| | | | Book: Izzy Willy- |
| | | | Nilly |
| | | | Book: The Hero |
| | | | and the |
| | | | Crown. |
| | | | Book: A Ring of |
| | | | Endless |
| | | | Light |
| | | | Book: The Moves |
| | | | Make the |
| | | | Man |
| | | | Book: Tiger Eyes |
| | | | Book: Jacob Have I |
| | | | Loved |
| | | | Book: On the Road |

| January | Skills | Content/Activities/Readi | Formal | Common Core | Resources | l |
|---------|------------|--------------------------|--------------|---------------|-----------|---|
| | (What will | ngs (What will we use to | assessment | Standards | | l |
| | the | help the student learn | Options | (How do | | l |
| | student | the skill?) | (How will we | these skills | | l |
| | be able to | | know if the | relate to the | | |

| | do?) | | skill has | Common | |
|----------------------------|------------------|----------------------------|---------------|-----------------|-----------------------|
| | aorj | | | Common | |
| | | | been | Core?) | |
| _ | | | mastered?) | | |
| Content: | <u>Language</u> | <u>L.</u> | Aimsweb | <u>Language</u> | -Cornell Note taking |
| | | -Define words and roots | Testing | CC 11-12 L. 1 | |
| Reading: | Reading | -Use words both literally | | CC 11-12 L. 2 | |
| Theme | | and figuratively | ESY Testing | CC 11-12 L. 3 | |
| Simile and Metaphor | Writing | -Interpret words in the | | CC 11-12 L. 4 | -Age |
| Symbolism | | context they are used | KTEA II | CC 11-12 L. 5 | appropriate/high |
| Figurative and literal | Speaking | -Determine meaning by | Assessment | CC 11-12 L. 6 | interest novels (to |
| interpretations | & | origin | | | teacher discretion |
| Mood | <u>Listening</u> | S.18 | Cornell Note | | |
| Tone | Listering | <u>R.</u> | taking | Reading | based off of |
| Plot, Climax, and Setting | | · | taking | CC 11-12 R.L.1 | student's interests). |
| Irony | | -Reading text | Tasks | | |
| Characterization | | -Making predictions, | Tests | CC 11-12 R.L. | |
| Connotation & | | assumptions, inferences | | 2 | |
| Denotation | | about the character and | Quizzes | CC 11-12 R.L 3 | -Skill Level Pre-Test |
| Foreshadowing | | the plot | | CC 11-12 R.L 4 | Assessment to |
| Conflict | | -Analyzing the text for | Projects | CC 11-12 R.L 5 | determine grade |
| Suspense | | author's purpose, style, | | CC 11-12 R.L 6 | _ |
| Allegory | | and voice | Outside | CC 11-12 R.L 7 | level performance |
| Imagery Historical Writing | | -Defining select literary | research for | CC 11-12 R.L 9 | (at the beginning of |
| Chivalry | | terms in relation to texts | extra | | the year / semester) |
| Lyric poems | | -Connecting with reading | credit | CC 11-12 R.I. 1 | , , , |
| Frame story | | through shared personal | | CC 11-12 R.I. 2 | -Teacher-selected |
| Alliteration | | experiences and current | Journals | CC 11-12 R.I. 3 | textbooks (i.e. |
| Stock epithets | | events | | CC 11-12 R.I. 4 | - |
| Medieval narratives | | -Drafting and writing | Timed essays | CC 11-12 R.I. 5 | McDougal-Littell |
| Exemplum | | creative narratives | I mica cosayo | CC 11-12 R.I. 6 | 11/12th Grade Text |
| Narrator | | -Using technology to | Study guides | CC 11-12 R.I. 7 | |
| Medieval romance | | create a soundtrack that | Study guides | CC 11-12 N.I. / | Literature Examples: |
| Soliloquy | | | Note taking | Mriting | |
| Pastoral | | connects to literary | Note taking | Writing | "The Seafarer," |
| Sonnet | | themes | | CC11-12 W. | "The Wanderer," |
| Couplet | | -Interpreting and | Presentation | 10 | "The Wife's |
| Quatrain | | analyzing narratives | S | CC11-12 W. 2 | Lament," |
| Rhyme Scheme | | -Summarizing main ideas | | CC11-12 W. 3 | The Canterbury |
| Speaker | | in stories | Debates | CC11-12 W. 4 | Tales, |
| Comic relief | | | | CC11-12 W. 5 | "Sir Gawain and the |
| Blank verse | | | Role plays | CC11-12 W. 6 | Green Knight," |
| Tragedy | | <u>W.</u> | | CC11-12 W. 9 | "Le Morte d'Arthur," |
| Tragic hero | | -Demonstrate proper use | Teacher | | Sonnets from C. |
| Writing: | | of standard English | observation | Speaking & | Marlowe, Sir W. |
| Use of standard English | | conventions when | and | Listening | Raleigh, E. Spenser, |
| Drofting and adition | | writing | Conversation | CC 11-12 S.L. 1 | and Shakespeare |
| Drafting and editing | | -Demonstrate an ability | | CC 11-12 S.L. 5 | · · |
| Complete sentences | | to compose correctly | Paraphrasing | CC 11-12 S.L. 6 | Macbeth, |
| Complete sentences | | formed sentences | selections of | 30 11 12 3.1. 0 | "Holinshed's |
| Technology to research | | | | | Chronicles," |
| recimology to research | | -Demonstrate proper | text |] | |

| and illustrate thematic | verb tense and usage in | | "Out, Damn Slander, |
|---|------------------------------|------------------|--------------------------------|
| elements | writing. | Online lesson | Out" |
| | 9 | completion | Optional (time |
| Analysis of a topic | | Completion | permitting): excerpt |
| | SL. | Worksheets | from Paradise Lost |
| Use of effective | | | ITOTTI Faradise Lost |
| techniques to model a | -Initiate and participate | (i.e. teacher | |
| specific literary genre | effectively in a range of | made, | A . A . I . C |
| | collaborative discussions | crossword | -Any Anglo Saxon |
| Narrative, expository, | (one-on-one, in groups, | puzzles, | and Medieval |
| and descriptive writing | and teacher-led) with | matching, | Literature (ability, |
| stemming from selected | diverse partners on | word | age, and interest |
| pieces of literature | grades 11-12 topics, | searches | |
| | texts, and issues, building | etc.) | appropriate) |
| Reading | on others' ideas and | , | Market |
| Elements of Poetry | expressing their own | Daily | -McDougal-Littell |
| Poetic Movements | clearly and persuasively. | sentence | 11/12 th Grade Text |
| Such as Imagism, | clearly and persuasively. | | short stories (see |
| Romanticism, and Harlem Renaissance. | Make strates: | corrections | stories at: |
| Poetic devices such as: | Make strategic use of | | |
| Allegory | digital media (e.g., | note cards | http://www.classzo |
| Alliteration | textual, graphical, audio, | check | ne.com/cz/books/ml |
| Consonance | visual, and interactive | | _lit_gr10/book_hom |
| Assonance | elements) in | research | e.htm;jsessionid=T6J |
| Free verse | presentations to enhance | outline | |
| Sonnet | understanding of | | cTNTpR1Hj1vncw1X |
| Parallel structure | findings, reasoning, and | research | SGdKJcv7qsdJ2zGXg |
| Parody | evidence and to add | paper rough | CXMRqdnmvSKWB |
| Theme | interest. | draft peer | WpR!356874463?st |
| Figurative language | micrest. | editing | |
| Metaphor | Adapt speech to a variety | Culting | ate=il , McGraw-Hill |
| Simile | Adapt speech to a variety | final due ft a f | Vocabulary |
| Symbol Allusion | of contexts and tasks, | final draft of | Workshop etc.) |
| Imagery | demonstrating a | research | , , |
| Imagism | command of formal | paper | -Interest Inventory |
| Stream of | English when indicated or | | (to gather what |
| Consciousness | appropriate. (See grades | | |
| | 11-12 Language | | students are |
| Writing | standards 1 and 3 here | | interested in reading |
| Writing Process | for specific expectations.) | | about) |
| Research | | | , |
| MLA Documentation | Additional Skills: | | -Study Guides |
| Grammar | Apply reading strategies | | Staa, Saides |
| Poetry | such as SQ3R, KWL, and | | -Various Graphic |
| Prewrite, Draft, Revise, | mapping. | | · · |
| Edit, Proofread, Introduction, Body, | Tr 6 | | Organizers (i.e. Venn |
| Conclusion, Attention | Analyze literature by | | Diagrams, KWL |
| getter, Topic sentence, | applying literary devices | | Charts, 3-2-1 / Exit |
| Transitions, Clincher, | such as theme, irony and | | Slips etc.) |
| Supporting detail, MLA | characterization. | | Shp3 etc./ |
| format, Cite, Citation, | | | -Power Points |
| Index, Periodical, | Illustrate critical thinking | | -i Owei Fullits |

Anthology, Expository, Narrative, Recursive. Coherence, Anecdote, Unity/flow, Purpose, Thesis statement. Documentation, Outline, Bibliography, Preface, Highlighting, Illustration, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization

Speaking Elements of PoetryAttention getter

Introduction
Transitions/clinchers
Conclusion
Supporting details
Documentation
Professionalism
Tone of voice
Point of view
Credibility
Time allotment
Gestures

Logical sequence
Visual aides
Rhyme
Meter
End rhyme
Rhythm
Assonance
Alliteration
Repetition

Listening Elements of Poetry

Consonance

Credibility

Attention getter
Introduction
Transitions/clinchers
Conclusion
Supporting details
Documentation
Professionalism
Tone of voice
Point of view

skills by interacting with a variety of literature.

Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.

Illustrate critical thinking skills by interacting with a variety of writing assignments.

Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking skills by interacting with a variety of speaking events.

Demonstrate listening skills by practicing strategies such as SLANT and two-column note taking.
Illustrate critical thinking skills by interacting with a variety of listening opportunities.

(various topics)

-Video Clips (that correlate with material in class)

-Task-specific Worksheets for grammar

-Crossword puzzle generator

-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com

-SMART Notebook 11: SMART Exchange

-Scotland, PA DVD

-A Knight's Tale DVD

Additional

Examples:
Cd: Library of Poetry
Video: Copyrights
Video: Correct
Citations &
Works Cited Page
Video: Creating an
Outline

| Time allotment | | | |
|------------------|--|--|--|
| Gestures | | | |
| Logical sequence | | | |
| Visual aides | | | |
| Rhyme | | | |
| Meter | | | |
| End rhyme | | | |
| Rhythm | | | |
| Assonance | | | |
| Alliteration | | | |
| Repetition | | | |
| Consonance | | | |

| February | Skills (What will | Content/Activities/Rea dings (What will we use | Formal assessment | Common Core Standards | Resources |
|--------------------------|----------------------|--|------------------------------|----------------------------|---|
| | the | to help the student | Options (How will we know if | (How do | |
| | student be able to | learn the skill?) | the skill has | these skills relate to the | |
| | do?) | | been | Common | |
| | dory | | mastered?) | Core?) | |
| The Restoration | Language | L. | Aimsweb | Language | -Cornell Note taking |
| and the 18 th | Language | -Define words and roots | Testing | CC 11-12 L. 1 | Cornell Note taking |
| | Reading | -Use words both literally | resting | CC 11-12 L. 2 | -Age |
| Century | reduing | and figuratively | ESY Testing | CC 11-12 L. 2 | appropriate/high |
| | Writing | - Interpret words in the | 231 1636116 | CC 11-12 L. 4 | interest novels (to |
| Literary Analysis | | context they are used | KTEA II | CC 11-12 L. 5 | • |
| Paper | Speaking & | -Determine meaning by | Assessment | CC 11-12 L. 6 | teacher discretion |
| | Listening | origin | | Reading | based off of student's |
| Balance / | | | Cornell Note | CC 11-12 R.L.1 | interests). |
| Parallelism | | R. | taking | CC 11-12 R.L. | |
| | | -Reading text | | 2 | -Skill Level Pre-Test |
| Phrases | | -Making predictions, | Tests | CC 11-12 R.L 3 | Assessment to |
| | | assumptions, inferences | | CC 11-12 R.L 4 | determine grade |
| Travel Research | | about the character and | Quizzes | CC 11-12 R.L 5 | level performance (at |
| Paper | | the plot | | CC 11-12 R.L 6 | the beginning of the |
| | | -Analyzing the text for | Projects | CC 11-12 R.L 9 | year / semester) |
| Speeches | | author's purpose, style, | | | , |
| Speceries | | and voice | Outside | CC 11-12 R.I. 1 | -Teacher-selected |
| Vecebulen | | -Defining select literary | research for | CC 11-12 R.I. 2 | textbooks (i.e. |
| Vocabulary | | terms in relation to texts | extra | CC 11-12 R.I. 3 | McDougal-Littell |
| Reading: | | -Connecting with | credit | CC 11-12 R.I. 4 | _ |
| Theme | | reading through shared | | CC 11-12 R.I. 5 | 11/12th Grade Text |
| Simile and | | personal experiences | Journals | CC 11-12 R.I. 6 | Literature: |
| Metaphor | | and current events | | CC 11-12 R.I. 7 | Literature. |
| Symbolism | | -Drafting and | Timed essays | CC 11-12 R.I. 9 | |
| Verisimilitude | | performing a satirical | | Writing | |
| Mock epic | | song with group | Study guides | CC 11-12 W. 1 | |

| Heroic couplet | members | | CC 11-12 W. | -Any Anglo Saxon and |
|-----------------------|--------------------------------------|-------------------|-----------------|--------------------------------|
| lambic pentameter | -Interpreting and | Note taking | 10 | , - |
| Figurative and | | Note taking | | Medieval Literature |
| Literal | analyzing narratives | | CC 11-12 W. 2 | (ability, age, and |
| interpretations | -Summarizing main | Presentations | CC 11-12 W. 4 | interest appropriate) |
| Mood | ideas in stories | | CC 11-12 W. 5 | , , |
| Tone | -Formulating a thesis | Debates | CC 11-12 W. 6 | -McDougal-Littell |
| Plot, Climax, and | statement and | | CC 11-12 W. 7 | 11/12 th Grade Text |
| Setting | supporting it with | Role plays | CC 11-12 W. 8 | |
| Irony | specific evidence and | | CC 11-12 W. 9 | short stories (see |
| Characterization | quotations from a piece | Teacher | Speaking & | stories at: |
| Connotation & | of literature | observation and | Listening | http://www.classzon |
| Denotation | -Using clear topic | Conversation | CC 11-12 S.L. 1 | |
| Foreshadowing Satire | , | Conversation | CC 11-12 S.L. 1 | e.com/cz/books/ml_li |
| Juvenalian | sentences. | D | | t_gr10/book_home.h |
| Horatian | -Researching techniques | Paraphrasing | CC 11-12 S.L. 3 | tm;jsessionid=T6JcTN |
| Conflict | -Following correct MLA | selections of | CC 11-12 S.L. 4 | TpR1Hj1vncw1XSGdK |
| Suspense | format for works cited | text | CC 11-12 S.L. 5 | |
| Imagery | and parenthetical | | CC 11-12 S.L. 6 | Jcv7qsdJ2zGXgCXMR |
| Narrator | citations | Online lesson | | qdnmvSKWBWpR!35 |
| | -Outlining | completion | | 6874463?state=il, |
| Writing: | -Note taking | | | McGraw-Hill |
| Use of standard | -Synthesizing and | Worksheets (i.e. | | Vocabulary |
| English | organizing information | teacher made, | | · · |
| Drafting and | from a variety of | crossword | | Workshop etc.) |
| editing | sources | puzzles, | | tata and targets |
| Calling | -Peer editing | matching, word | | -Interest Inventory |
| Critical analysis of | | searches etc.) | | (to gather what |
| a selected novel | W. | scarcines etc., | | students are |
| (student's choice | | Daily contones | | interested in reading |
| from a provided list | -Demonstrate proper | Daily sentence | | 9 |
| of options) | use of standard English when writing | corrections | | about) |
| Brief review of | -Demonstrated an | note cards | | -Study Guides |
| MLA format for | ability to compose | check | | |
| research paper | correctly formed | | | -Various Graphic |
| G | sentences | research outline | | Organizers (i.e. Venn |
| Grammar: Balanced and | -Demonstrate proper | | | Diagrams, KWL |
| Parallel Structures | verb tense and usage in | research paper | | Charts, 3-2-1 / Exit |
| | writing | rough draft peer | | |
| Phrases | -Using balanced and | editing | | Slips etc.) |
| appositives | parallel structures for | carring | | |
| prepositional | emphasis and cadence | final draft of | | -Power Points |
| infinitives | in sentence structure | | | (various topics) |
| gerunds | In sentence structure | research paper | | |
| participial | CI | A .1.1212 | | -Video Clips (that |
| Speeches: | SL. | <u>Additional</u> | | correlate with |
| Effective public | -Making eye contact | Examples: | | material in class) |
| speaking | -Using appropriate | Literature: | | |
| techniques | gestures | | | -Task-specific |
| | -Speaking at an | -Written | | Worksheets for |
| Use of a visual aid. | appropriate volume and | responses to | | AA OL VOLLECTO TOL |

Reading Literature from the New Land, to 1750 **Elements of Fiction** Elements of Nonfiction **Elements of Poetry** Puritanism Religion Hypocrisy Witch hunt Lust Autocracy Ideology Theocracy Conjured Diabolism Purge Manifest Indictment Writing **Writing Process** Research **MLA Documentation** Grammar Comparison and Contrast Compare, Contrast, Synonyms, Antonyms, Images, Prewrite, Draft, Revise, Edit, Proofread. Introduction, body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher, Supporting detail, MLA format, Cite, Citation, Index. Periodical. Anthology, Expository, Narrative. Recursive, Coherence, Anecdote. Unity/flow, Purpose, Thesis statement,

Documentation,

with enthusiasm
-Tailoring one's speech
to suit the audience
-Incorporating visual
aids into a speech

Additional Skills:

- -Apply reading strategies such as SQ3R, KWL, and mapping.
 -Analyze literature by applying literary devices such as theme, irony and characterization. Illustrate critical thinking skills by interacting with a variety of literature.
- -Demonstrate writing skills by utilizing all stages of the writing process including prewriting, writing, revising, editing, proofreading, and publishing. Illustrate critical thinking skills by interacting with a variety of writing assignments.
- -Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking

skills by interacting with

reading
-Study guides
-Quizzes
-Unit test
-Songs of
Satire Project
-creative
writing

Grammar:

- worksheetstextbookexercisesquizzes/ tests
- Writing and Speech:

-Formal
research paper
project
-Formal
speech
presentation
-Formal literary
analysis paper

Vocabulary:

-Worksheets -Quizzes / tests grammar

- -Crossword puzzle generator
- -Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com
- -SMART Notebook 11: SMART Exchange
- -Selected novels for literary analysis paper
- -Elements of Writing --"Soft Voice of the Serpent"
- -Task specific worksheets for grammar
- -Vocabulary book

Additional Books:

The Crucible or The Scarlet Letter Book: The Chocolate War

| 0.41 | T | | T | T T |
|----------------------------|---|---------------------|---|-----|
| Outline, | | a | | |
| Bibliography, | | variety of speaking | | |
| Preface, | | events. | | |
| Highlighting, | | events. | | |
| Illustrations, Works | | | | |
| cited, Note cards, | | | | |
| Note | | | | |
| taking, Bibliography | | | | |
| cards, Biography, | | | | |
| Autobiography, | | | | |
| Glossary, | | | | |
| Plagiarism, | | | | |
| Statistics, | | | | |
| Quotations, | | | | |
| Paraphrase, | | | | |
| Summary, | | | | |
| Development, | | | | |
| Description, Setting, | | | | |
| Organization | | | | |
| organization | | | | |
| Speaking | | | | |
| Attention getter | | | | |
| Introduction | | | | |
| Transitions/clinchers | | | | |
| Conclusion | | | | |
| Supporting details | | | | |
| Documentation | | | | |
| Professionalism | | | | |
| Tone of voice | | | | |
| | | | | |
| Point of view | | | | |
| Credibility Time allotment | | | | |
| | | | | |
| Gestures | | | | |
| Logical sequence | | | | |
| Visual aides | | | | |
| | | | | |
| | | | | |
| | | | | |

| March | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------------|--|---|--|--|---------------|
| The Restoration and | <u>Language</u> | <u>L.</u> | Aimsweb Testing | <u>Language</u> | -Cornell Note |
| the 18 th Century | | -Define words and roots | | CC 11-12 L. 1 | taking |
| | Reading | -Use words both literally | ESY Testing | CC 11-12 L. 2 | _ |

| Literary Analysis Paper | | and figuratively | | CC 11-12 L. 3 | -Age |
|---------------------------------------|--|----------------------------|--------------------|---------------|--|
| | Writing | - Interpret words in the | KTEA II | CC 11-12 L. 4 | appropriate/high |
| Balance / Parallelism | <u>*************************************</u> | context they are used | Assessment | CC 11-12 L. 5 | |
| balance / Taranensin | Speaking | -Determine meaning by | 7.550551110110 | CC 11-12 L. 6 | interest novels |
| Phrases | & | origin | Cornell Note | CC 11-12 L. 0 | (to teacher |
| Fillases | _ | Origin | | Pooding | discretion based |
| Travel Bassansk Bassan | <u>Listening</u> | | taking | Reading | off of student's |
| Travel Research Paper | | R. Bradian to t | T | CC 11-12 | |
| | | -Reading text | Tests | R.L.1 | interests). |
| Speeches | | -Making predictions, | | CC 11-12 R.L. | -Skill Level Pre- |
| | | assumptions, inferences | Quizzes | 2 | |
| Vocabulary | | about the character and | | CC 11-12 R.L | Test Assessment |
| | | the plot | Projects | 3 | to determine |
| Reading: | | -Analyzing the text for | | CC 11-12 R.L | grade level |
| Theme Simile and Metaphor | | author's purpose, style, | Outside research | 4 | performance (at |
| Symbolism | | and voice | for extra | CC 11-12 R.L | the beginning of |
| Verisimilitude | | -Defining select literary | credit | 5 | |
| Mock epic | | terms in relation to texts | | CC 11-12 R.L | the year / |
| Heroic couplet | | -Connecting with reading | Journals | 6 | semester) |
| lambic pentameter | | through shared personal | | CC 11-12 R.L | |
| Figurative and Literal | | experiences and current | Timed essays | 9 | -Teacher-selected |
| interpretations | | events | | | textbooks (i.e. |
| Mood Tone | | -Drafting and performing | Study guides | CC 11-12 R.I. | McDougal-Littell |
| Plot, Climax, and | | a satirical song with | , , | 1 | 11/12th Grade |
| Setting | | group members | Note taking | CC 11-12 R.I. | |
| Irony | | -Interpreting and | | 2 | Text |
| Characterization | | analyzing narratives | Presentations | CC 11-12 R.I. | Literature: |
| Connotation & | | -Summarizing main ideas | | 3 | Literature. |
| Denotation | | in stories | Debates | CC 11-12 R.I. | "The Rape of the |
| Foreshadowing Satire | | -Formulating a thesis | | 4 | Lock," |
| Juvenalian | | statement and | Role plays | CC 11-12 R.I. | "A Modest |
| Horatian | | supporting it with | | 5 | |
| Conflict | | specific evidence and | Teacher | CC 11-12 R.I. | Proposal" |
| Suspense | | quotations from a piece | observation and | 6 | Any Angle Coven |
| Imagery | | of literature | Conversation | CC 11-12 R.I. | -Any Anglo Saxon |
| Narrator | | -Using clear topic | Conversation | 7 | and Medieval |
| Writing: | | sentences. | Paraphrasing | CC 11-12 R.I. | Literature (ability, |
| Use of standard | | -Researching techniques | selections of text | 9 | age, and interest |
| English | | -Following correct MLA | Selections of text | | appropriate) |
| 3 - | | format for works cited | Online lesson | Mriting | - - - - - - - - - - - - - - |
| Drafting and editing | | | Online lesson | Writing | -McDougal-Littell |
| | | and parenthetical | completion | CC 11-12 W. | 11/12 th Grade |
| Critical analysis of a | | citations | Mankels set 11 . | 1 | |
| selected novel (student's choice from | | -Outlining | Worksheets (i.e. | CC 11-12 W. | Text short stories |
| a provided list of | | -Note taking | teacher made, | 10 | (see stories at: |
| options) | | -Synthesizing and | crossword | CC 11-12 W. | http://www.class |
| / | | organizing information | puzzles, | 2 | zone.com/cz/boo |
| Brief review of MLA | | from a variety of sources | matching, word | CC 11-12 W. | ks/ml lit gr10/b |
| format for research | | -Peer editing | searches etc.) | 4 | ook home.htm;js |
| paper | | | | CC 11-12 W. | OOK_HOITE-HUII,JS |

| | <u>W.</u> | Daily sentence | 5 | essionid=T6JcTNT |
|--|------------------------------|-------------------|------------------|--------------------|
| | -Demonstrate proper use | corrections | CC 11-12 W. | pR1Hj1vncw1XSG |
| Grammar: | of standard English when | | 6 | dKJcv7qsdJ2zGXg |
| Balanced and Parallel | writing | note cards check | CC 11-12 W. | |
| Structures | -Demonstrated an ability | | 7 | CXMRqdnmvSKW |
| Phrases | to compose correctly | research outline | CC 11-12 W. | BWpR!35687446 |
| appositives | formed sentences | research outline | 8 | 3?state=il, |
| prepositional | | rocearch nanor | CC 11-12 W. | McGraw-Hill |
| infinitives | -Demonstrate proper | research paper | | |
| gerunds | verb tense and usage in | rough draft peer | 9 | Vocabulary |
| participial | writing | editing | | Workshop etc.) |
| | -Using balanced and | | Speaking & | |
| Speeches: | parallel structures for | final draft of | <u>Listening</u> | -Interest |
| Effective public | emphasis and cadence in | research paper | CC 11-12 S.L. | Inventory (to |
| speaking techniques | sentence structure | | 1 | * * |
| | | Additional | CC 11-12 S.L. | gather what |
| Use of a visual aid. | SL. | Examples: | 2 | students are |
| Dooding | -Making eye contact | Literature: | CC 11-12 S.L. | interested in |
| Reading Literature from the | -Using appropriate | Literature. | 3 | reading about) |
| New Land, to 1750 | gestures | \\\\\\\ | CC 11-12 S.L. | |
| Elements of Fiction | | -Written | | -Study Guides |
| Elements of Nonfiction | -Speaking at an | responses to | 4 | Study Galacs |
| Elements of Poetry | appropriate volume and | reading | CC 11-12 S.L. | -Various Graphic |
| Puritanism | with enthusiasm | -Study guides | 5 | • |
| Religion | -Tailoring one's speech to | -Quizzes | CC 11-12 S.L. | Organizers (i.e. |
| Hypocrisy | suit the audience | -Unit test | 6 | Venn Diagrams, |
| Witch hunt | -Incorporating visual aids | -Songs of Satire | | KWL Charts, 3-2-1 |
| Lust | into a speech | Project | | / Exit Slips etc.) |
| Autocracy | · | -creative writing | | / LXIT SIIPS Etc.) |
| Ideology | Additional Skills: | | | -Power Points |
| Theocracy | -Apply reading strategies | Grammar: | | |
| Conjured | such as SQ3R, KWL, and | | | (various topics) |
| Diabolism Purge | | - worksheets | | |
| Manifest | mapping. | - textbook | | -Video Clips (that |
| Indictment | -Analyze literature by | exercises | | correlate with |
| maletment | applying literary devices | - quizzes/ tests | | material in class) |
| Writing | such as theme, irony and | | | |
| Writing Process. | characterization. | Writing and | | -Task-specific |
| Research | Illustrate critical thinking | Speech: | | • |
| MLA documentation | skills by interacting with | • | | Worksheets for |
| Grammar | a | -Formal | | grammar |
| Comparison and | variety of literature. | research paper | | |
| contrast | | project | | -Crossword |
| Compare, Contrast, | -Demonstrate writing | -Formal speech | | puzzle generator |
| Synonyms, Antonyms, | skills | presentation | | |
| Images, Prewrite, Draft, Revise, Edit, Proofread, | | -Formal literary | | -Task-specific |
| Introduction, Body, | by utilizing all stages of | analysis paper | | Rubrics (i.e. |
| Conclusion, Attention | the writing process | analysis paper | | · |
| getter, Topic sentence, | including prewriting, | | | writing |
| Transitions, Clincher, | writing, revising, editing, | Vocabulary: | | assignments, |
| Supporting detail, MLA | proofreading, and | vocabulal y. | | research papers, |
| format, Cite, Citation, | publishing. | | | |

| Index, Periodical, | Illustrate critical thinking | -Worksheets | oral |
|---|------------------------------|------------------|--------------------------|
| Anthology, Expository, | skills by interacting with | -Quizzes / tests | presentations, |
| Narrative, Recursive, | a | | group projects |
| Coherence, Anecdote, Unity/flow, Purpose, | variety of writing | | |
| Thesis statement, | assignments. | | and teamwork |
| Documentation, | | | etc.) |
| Outline, Bibliography, | -Demonstrate speaking | | www.rubistar.co |
| Preface, Highlighting, | skills by practicing | | m |
| Illustrations, Works | , , , | | <u></u> |
| cited, Note cards, Note | speaking strategies that | | -SMART |
| taking, Bibliography | include emphasis on | | |
| cards, Biography, | body | | Notebook 11: |
| autobiography, | language and | | SMART Exchange |
| Glossary, Plagiarism, | vocalization | | |
| Statistics, Quotations, | techniques. | | -Selected novels |
| Paraphrase, Summary, | Illustrate critical thinking | | for literary |
| Development, Description, Setting, | skills by interacting with | | analysis paper |
| Organization | a | | |
| Organization | variety of speaking | | -Elements of |
| Speaking | events. | | Writing |
| Attention getter | events. | | "Soft Voice of |
| Introductions | | | the Serpent" |
| Transitions/clinchers | | | the Serpent |
| Conclusion | | | T1 |
| Supporting details | | | -Task specific |
| Documentation | | | worksheets for |
| Professionalism | | | grammar |
| Tone of voice | | | |
| Point of view Credibility | | | -Vocabulary book |
| Time allotment | | | |
| Gestures | | | Additional Books: |
| Logical sequence | | | |
| Visual aides | | | The Crucible or The |
| | | | Scarlet Letter |
| | | | Book: The Chocolate |
| | | | War |
| | | | |
| | | | |

| | Skills | Content/Activities/Readings | Formal | Common Core | Resources |
|-------|----------|-------------------------------|------------|---------------|-----------|
| April | (What | (What will we use to help the | assessmen | Standards | |
| | will the | student learn the skill?) | t Options | (How do | |
| | student | | (How will | these skills | |
| | be able | | we know if | relate to the | |
| | to do?) | | the skill | Common | |
| | | | has been | Core?) | |
| | | | mastered?) | | |

| -The Flowering of | Language | <u>L.</u> | Aimsweb | Language | -Cornell Note |
|---------------------------------|------------------|---------------------------------|-------------|------------------|---------------------|
| Romanticism | Language | -Define words and roots | | CC 11-12 L. 1 | |
| | Dandina | | Testing | | taking |
| -The Victorians | Reading | -Use words both literally and | | CC 11-12 L. 2 | |
| - Modern and | 347.212 | figuratively | | CC 11-12 L. 3 | |
| Contemporary | Writing | -Interpret words in the | ECV Tablica | CC 11-12 L. 4 | |
| Literature | _ | context they are used | ESY Testing | CC 11-12 L. 5 | -Age |
| -1984 | <u>Speaking</u> | -Determine meaning by origin | | CC 11-12 L. 6 | appropriate/high |
| -Crime and | <u>&</u> | | | | interest novels (to |
| Punishment | <u>Listening</u> | | L/TEAU | | teacher discretion |
| -Clauses | | <u>R.</u> | KTEA II | <u>Reading</u> | based off of |
| -Sentence Structure | | -Reading text | Assessmen | CC 11-12 R.L.1 | |
| -Vocab | | -Making predictions, | t | CC 11-12 R.L. | student's |
| | | assumptions, inferences about | | 10 | interests). |
| Reading: | | the character and the plot | | CC 11-12 R.L. | |
| Theme | | -Analyzing the text for | | 2 | |
| Simile and Metaphor | | author's purpose, style, and | Cornell | CC 11-12 R.L 3 | |
| Symbolism | | voice | Note taking | CC 11-12 R.L 4 | -Skill Level Pre- |
| Figurative and Literal | | -Defining select literary terms | | CC 11-12 R.L 5 | Test Assessment |
| interpretations | | in relation to texts | | CC 11-12 R.L 6 | to determine |
| Mood | | -Connecting with reading | | CC 11-12 R.L 7 | grade level |
| Tone | | through shared personal | Tests | CC 11-12 R.L. | |
| Plot, Climax, and Setting Irony | | experiences and current | | 9 | performance (at |
| Characterization | | events | | | the beginning of |
| Connotation & | | -Drafting and writing creative | Quizzes | CC 11-12 R.I. 1 | the year / |
| Denotation | | narratives | | CC 11-12 R.I. | semester) |
| Foreshadowing | | -Interpreting and analyzing | | 10 | |
| Satire | | narratives | Projects | CC 11-12 R.I. 2 | -Teacher-selected |
| Conflict | | -Summarizing main ideas in | | CC 11-12 R.I. 2 | textbooks (i.e. |
| Suspense | | stories | | CC 11-12 R.I. 4 | McDougal-Littell |
| Imagery | | stories | Outside | CC 11-12 R.I. 4 | _ |
| Narrator | | | research | | 11/12th Grade |
| Propaganda | | | for extra | CC 11-12 R.I. 6 | Literature |
| Romanticism | | | credit | CC 11-12 R.I. 7 | examples: |
| Neoclassicism | | <u>W.</u> | | | |
| Inverted syntax | | -Demonstrate proper use of | | Writing | "Kubla Khan," |
| Alliteration Consonance | | standard English when writing | Journals | CC 11-12 W. 1 | "The Lady of |
| Assonance | | -Demonstrate an ability to | | CC 11-12 W. | Shalott," |
| Onomatopoeia | | compose correctly formed | | 10 | "My Last Duchess" |
| Dramatic monologue | | sentences using a variety of | Timed | CC 11-12 W. 3 | "Dover" |
| Allusions | | clauses and structures | essays | CC 11-12 W. 4 | "Beach," |
| 7 | | -Demonstrate proper verb | , | CC 11-12 W. 5 | "The Darkling |
| Writing: | | tense and usage in writing | | CC 11-12 W. 6 | Thrush," |
| Use of standard English | | | Study | CC 11-12 W. 7 | "Ah, Are You |
| | | SL. | guides | CC 11-12 W. 9 | Digging on My |
| Drafting and editing | | -Initiate and participate | | | Grave?" |
| | | effectively in a range of | | Speaking & | "The Hollow |
| Complete sentences | | collaborative discussions (one- | Note taking | Listening | Men," |
| | | · · | | CC 11-12 S.L. 1 | "The Rocking- |
| Analysis of a topic | | on-one, in groups, and | | CC 11-12 S.L. 2 | THE ROCKING |
| | 1 | I . | I | , 5.2. 2 | |

| | toochar lad) with divarsa | Drocontatio | CC 11-12 S.L. 3 | Harsa Minnar" |
|--------------------------------|-----------------------------|----------------|-----------------|--------------------------------|
| Narrative, descriptive, | teacher-led) with diverse | Presentatio | | Horse Winner," |
| and persuasive writing | partners on grades 11-12 | ns | CC 11-12 S.L. 5 | "Do Not Go Gentle |
| stemming from selected | topics, texts, and issues, | | CC 11-12 S.L. 6 | into That Good |
| pieces of literature | building on others' ideas a | and Debates | | Night" |
| | expressing their own clear | | | |
| Grammar: | and persuasively. | ., | | Am. Amela Causa |
| | and persuasivery. | Role plays | | -Any Anglo Saxon |
| Clauses | -Evaluate a speaker's poin | | | and Medieval |
| independent | | | | Literature (ability, |
| subordinate | view, reasoning, and use o | Teacher | | age, and interest |
| relative | evidence and rhetoric, | observatio | | appropriate) |
| absolutes | assessing the stance, | n and | | |
| Sentence Structure | premises, links among ide | as, Conversati | | -McDougal-Littell |
| simple | word choice, points of | | | 11/12 th Grade Text |
| compound | emphasis, and tone used. | on | | short stories (see |
| complex | emphasis, and tone used. | | | - |
| compound-complex. | -Make strategic use of dig | ital | | stories at: |
| | media (e.g., textual, graph | | | http://www.classz |
| Literature from The | audio, visual, and interact | · · | | one.com/cz/books |
| Revolutionary Period, | | | | /ml_lit_gr10/book |
| 1750-1800 | elements) in presentation | of toyt | | home.htm;jsessi |
| Literature from A | enhance understanding of | f | | onid=T6JcTNTpR1 |
| Growing A Nation, 1800-1840 | findings, reasoning, and | Online | | Hj1vncw1XSGdKJc |
| Elements of Fiction | evidence and to add inter | | | |
| Elements of Nonfiction | | completion | | v7qsdJ2zGXgCXM |
| Elements of Poetry | -Adapt speech to a variety | of completion | | <u>RqdnmvSKWBWp</u> |
| Revolution | contexts and tasks, | Worksheet | | R!356874463?stat |
| Age of Reason | demonstrating a comman | | | <u>e=il</u> , McGraw-Hill |
| Autobiography | formal English when indic | 3 (1 | | Vocabulary |
| Political Writing | or appropriate. (See grade | tederiei | | Workshop etc.) |
| Journalism | | induc, | | , |
| Eloquence Ballad | 11-12 Language standards | crossword | | -Interest Inventory |
| Hymn | and 3 here for specific | puzzles, | | (to gather what |
| Logic/reasoning | expectations.) | matching, | | students are |
| Discipline | | word | | |
| Inferences | | searches | | interested in |
| Aphorism | | | | reading about) |
| Oratory | | etc.) | | Cr. d. C. M. |
| Personification | | | | -Study Guides |
| Parallelism | | | | Various Craphia |
| Epistle | | Daily | | -Various Graphic |
| Narrative Romance | | • | | Organizers (i.e. |
| Romance Romanticism | | sentence | | Venn Diagrams, |
| Folk Tales | | corrections | | KWL Charts, 3-2-1 |
| Blank verse | | | | / Exit Slips etc.) |
| Alliteration | | | | . , , , , , , , |
| Consonance | | note cards | | -Power Points |
| | | note cards | J | |

| Assonance | | check | (various topics) |
|--------------------------|--|-------------|----------------------|
| Allusions | | | , , |
| Writing | | | -Video Clips (that |
| Writing Process | | research | • • |
| Research and Analysis | | outline | correlate with |
| MLA Documentation | | outline | material in class) |
| Grammar | | | |
| Prewrite, Draft, Revise, | | | -Task-specific |
| Edit, Proofread, | | research | Worksheets for |
| Introduction, Body, | | paper | grammar |
| Conclusion, Attention | | rough draft | grammar |
| getter, Topic sentence, | | peer | -Crossword puzzle |
| Transitions, Clincher, | | editing | • |
| Supporting detail, MLA | | | generator |
| format, Cite, Citation, | | | |
| Index, Periodical, | | final draft | -Task-specific |
| Anthology, Expository, | | of research | Rubrics (i.e. |
| Narrative, Recursive, | | paper | writing |
| Coherence, Anecdote, | | paper | _ |
| Unity/flow, Purpose, | | | assignments, |
| Thesis statement, | | | research papers, |
| Documentation, | | | oral presentations, |
| Outline, Bibliography, | | | group projects and |
| Preface, Highlighting, | | | |
| Illustration, Works | | | teamwork etc.) |
| cited, Note cards, Note | | | www.rubistar.com |
| taking, Bibliography | | | |
| cards, Biography, | | | -SMART |
| Autobiography, | | | Notebook 11: |
| Glossary, Plagiarism, | | | SMART Exchange |
| Statistics, Quotations, | | | JIVIANT Exchange |
| Paraphrase, Summary, | | | Timed essays |
| Development, | | | Timea essays |
| Description, Setting, | | | Revolutionary |
| Organization | | | editorial |
| Speaking | | | Caltorial |
| Attention getter | | | Literary analysis or |
| Introduction | | | miniresearch |
| Transitions/clinchers | | | paper |
| Conclusion | | | paper |
| Supporting details | | | |
| Documentation | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| Credibility | | | |
| Time allotment | | | |
| Gestures | | | |
| Logical sequence | | | |
| Visual aides | | | |
| Listening | | | |
| Attention getter | | | |
| Introduction | | | |

| Transitions/clinchers | | | |
|-----------------------|--|--|--|
| Conclusion | | | |
| Supporting details | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| Credibility | | | |
| Logical sequence | | | |

| Мау | Skills (What will the student be able to do?) | Content/Activities/Readings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|--------------------------------|--|---|--|--|-------------------|
| -The Flowering of | Language | <u>L.</u> | Aimsweb | Language | -Cornell Note |
| Romanticism | | -Define words and roots | Testing | CC 11-12 L. 1 | taking |
| -The Victorians | Reading | -Use words both literally and | J | CC 11-12 L. 2 | J |
| - Modern and | | figuratively | | CC 11-12 L. 3 | |
| Contemporary | <u>Writing</u> | -Interpret words in the context | | CC 11-12 L. 4 | |
| Literature | | they are used | ESY Testing | CC 11-12 L. 5 | -Age |
| -1984 | Speaking | -Determine meaning by origin | | CC 11-12 L. 6 | appropriate/hig |
| -Crime and | <u>&</u> | | | | h interest novels |
| Punishment | <u>Listening</u> | | | | (to teacher |
| -Clauses | | | KTEA II | <u>Reading</u> | discretion based |
| -Sentence | | <u>R.</u> | Assessment | CC 11-12 R.L.1 | |
| Structure | | -Reading text | | CC 11-12 R.L. | off of student's |
| -Vocab | | -Making predictions, | | 10 | interests). |
| | | assumptions, inferences about | Cornell Note | CC 11-12 R.L. | |
| Reading: | | the character and the plot | | 2 | |
| Theme | | -Analyzing the text for author's | taking | CC 11-12 R.L 3 | -Skill Level Pre- |
| Simile and | | purpose, style, and voice | | CC 11-12 R.L 4 | |
| Metaphor Symbolism | | -Defining select literary terms in | | CC 11-12 R.L 5 | Test Assessment |
| Figurative and | | relation to texts | Tests | CC 11-12 R.L 6 | to determine |
| Literal | | -Connecting with reading through | Tests | CC 11-12 R.L 7 | grade level |
| interpretations | | shared personal experiences and | | CC 11-12 R.L. | performance (at |
| Mood | | current events | Quizzes | 9 | the beginning of |
| Tone | | -Drafting and writing creative | Quizzes | | the year / |
| Plot, Climax, and | | narratives | | CC 11-12 R.I. 1 | |
| Setting | | -Interpreting and analyzing | Projects | CC 11-12 R.I. | semester) |
| Irony | | narratives | | 10 | -Teacher- |
| Characterization Connotation & | | -Summarizing main ideas in | | CC 11-12 R.I. 2 | selected |
| Denotation & | | stories | Outside | CC 11-12 R.I. 3 | |
| Foreshadowing | | | research for | CC 11-12 R.I. 4 | textbooks (i.e. |
| | | | | CC 11-12 R.I. 5 | |

| | ı | T | | 2011 12 2 1 2 | |
|------------------------------|---|-----------------------------------|-------------------|-----------------|-----------------------------|
| Satire | | <u>W.</u> | extra | CC 11-12 R.I. 6 | McDougal-Littell |
| Conflict | | -Demonstrate proper use of | credit | CC 11-12 R.I. 7 | 11/12th Grade |
| Suspense | | standard English when writing | | | |
| Imagery | | -Demonstrate an ability to | | Writing | Literature |
| Narrator | | compose correctly formed | Journals | CC 11-12 W. 1 | examples: |
| Propaganda | | sentences using a variety of | | CC 11-12 W. | examples: |
| Romanticism | | clauses and structures | | 10 | "Kubla Khan," |
| Neoclassicism | | -Demonstrate proper verb tense | Timed essays | CC 11-12 W. 3 | "The Lady of |
| Inverted syntax Alliteration | | and usage in writing | | CC 11-12 W. 4 | Shalott," |
| Consonance | | and asage in writing | | CC 11-12 W. 5 | "My Last |
| Assonance | | SL. | Study guides | CC 11-12 W. 6 | Duchess" |
| Onomatopoeia | | · | , 0 | CC 11-12 W. 0 | |
| Dramatic | | -Initiate and participate | | | "Dover" |
| monologue | | effectively in a range of | Note taking | CC 11-12 W. 9 | "Beach," |
| Allusions | | collaborative discussions (one- | | 6 1: 0 | "The Darkling |
| | | on-one, in groups, and teacher- | | Speaking & | Thrush," |
| Writing: | | led) with diverse partners on | Presentations | Listening | "Ah, Are You |
| Use of standard | | ' | | CC 11-12 S.L. 1 | Digging on My |
| English | | grades 11-12 topics, texts, and | | CC 11-12 S.L. 2 | Grave?" |
| | | issues, building on others' ideas | Debates | CC 11-12 S.L. 3 | "The Hollow |
| Drafting and | | and expressing their own clearly | | CC 11-12 S.L. 5 | Men," |
| editing | | and persuasively. | | CC 11-12 S.L. 6 | "The Rocking- |
| | | , | Role plays | | Horse Winner," |
| Complete | | -Evaluate a speaker's point of | | | "Do Not Go |
| sentences | | view, reasoning, and use of | | | Gentle into That |
| | | · • | Teacher | | Good Night" |
| Analysis of a topic | | evidence and rhetoric, assessing | observation | | 0 1 |
| Namativo | | the stance, premises, links among | and | | |
| Narrative, descriptive, and | | ideas, word choice, points of | Conversation | | -Any Anglo |
| persuasive writing | | emphasis, and tone used. | Conversation | | Saxon and |
| stemming from | | | | | |
| selected pieces of | | -Make strategic use of digital | | | Medieval |
| literature | | media (e.g., textual, graphical, | Paraphrasing | | Literature |
| | | audio, visual, and interactive | selections of | | (ability, age, and |
| Grammar: | | | text | | interest |
| | | elements) in presentations to | text | | appropriate) |
| Clauses | | enhance understanding of | Online lesson | | арргорпасеј |
| independent | | findings, reasoning, and evidence | | | -McDougal- |
| subordinate | | and to add interest. | completion | | Littell 11/12 th |
| relative | | | 14/0 wlash = = += | | - |
| absolutes | | -Adapt speech to a variety of | Worksheets | | Grade Text short |
| | | contexts and tasks, | (i.e. teacher | | stories (see |
| Sentence Structure | | demonstrating a command of | made, | | stories at: |
| simple | | formal English when indicated or | crossword | | http://www.clas |
| compound | | appropriate. | puzzles, | | - |
| complex compound- | | appropriate. | | | szone.com/cz/b |
| complex | | | matching, word | | ooks/ml_lit_gr1 |
| Reading | | | searches etc.) | | <u>0/book_home.h</u> |
| Literature from | | | | | tm;jsessionid=T6 |
| Contemporary | | | | | |
| | 1 | 1 | 1 | I | |

| | T | T | |
|----------------------------|----------------|---|-----------------------|
| Writers, 1946- | | | <u>JcTNTpR1Hj1vnc</u> |
| present | | | w1XSGdKJcv7qs |
| Vietnam | Daily sentence | | dJ2zGXgCXMRqd |
| Multi-cultural | corrections | | nmvSKWBWpR! |
| Literature | | | |
| Elements of Fiction | | | 356874463?stat |
| Elements of | | | e=il , McGraw- |
| Nonfiction | note cards | | Hill Vocabulary |
| Elements of poetry | check | | Workshop etc.) |
| Vietnam Historical fiction | | | workshop etc. |
| Military affairs | | | -Interest |
| Narrative | research | | |
| Autobiography | outline | | Inventory (to |
| Stream of | outime | | gather what |
| Consciousness | | | students are |
| Writing Process | research paper | | interested in |
| Research and | rough draft | | |
| Analysis | _ | | reading about) |
| MLA | peer editing | | |
| Documentation | | | -Study Guides |
| Grammar | 6 | | |
| Prewrite, Draft, | final draft of | | -Various Graphic |
| Revise, | research paper | | Organizers (i.e. |
| Edit, Proofread, | | | Venn Diagrams, |
| Introduction, Body, | | | KWL Charts, 3-2- |
| Conclusion, | | | • |
| Attention | | | 1 / Exit Slips |
| getter, Topic | | | etc.) |
| sentence, | | | |
| Transitions, | | | -Power Points |
| Clincher, | | | (various topics) |
| Supporting detail, | | | |
| MLA | | | -Video Clips |
| format, Cite, | | | (that correlate |
| Citation, | | | with material in |
| Index, Periodical, | | | |
| Anthology, | | | class) |
| Expository, | | | |
| Narrative, | | | -Task-specific |
| Recursive, | | | Worksheets for |
| Coherence, | | | grammar |
| Anecdote, Unity/flow, | | | • |
| Purpose, | | | -Crossword |
| Thesis statement, | | | puzzle generator |
| Documentation, | | | hazzie Reilei afol |
| Outline, | | | -Task-specific |
| Bibliography, | | | • |
| Preface, | | | Rubrics (i.e. |
| Highlighting, | | | writing |
| Illustration, Works | | | assignments, |
| cited, Note cards, | | | J, |
| 2.200, 1.000 00100, | 1 | l | |

| [| | | |
|---------------------|--|--|-------------------|
| Note | | | research papers, |
| taking, | | | oral |
| Bibliography | | | presentations, |
| cards, Biography, | | | - |
| Autobiography, | | | group projects |
| Glossary, | | | and teamwork |
| Plagiarism, | | | etc.) |
| Statistics, | | | www.rubistar.co |
| Quotations, | | | |
| Paraphrase, | | | <u>m</u> |
| Summary, | | | |
| Development, | | | -SMART |
| Description, | | | Notebook 11: |
| Setting, | | | SMART |
| Organization | | | Exchange |
| Speaking | | | _ |
| Attention getter | | | Timed essays |
| Introduction | | | , |
| Transitions/clinche | | | Revolutionary |
| rs | | | editorial |
| Conclusion | | | |
| Supporting details | | | Literary analysis |
| Documentation | | | or miniresearch |
| Professionalism | | | paper |
| Tone of Voice | | | 1 1 |
| Point of view | | | |
| Credibility | | | |
| Time allotment | | | |
| Gestures | | | |
| Logical sequence | | | |
| Visual aides | | | |
| Listening | | | |
| Attention getter | | | |
| Introduction | | | |
| Transitions/clinche | | | |
| rs | | | |
| Conclusion | | | |
| Supporting details | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| Credibility | | | |
| Logical sequence | | | |

| | Skills | Content/Activities/Readings | Formal | Common | Resources |
|------|------------|-------------------------------|------------------|--------------|-----------|
| June | (What will | (What will we use to help the | assessment | Core | |
| | the | student learn the skill?) | Options (How | Standards | |
| | student | | will we know | (How do | |
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| The Flowering of Romanticism -The Victorians - Reading - Modern and - Modern and - Modern and - Modern and - Speaking - Crime and - Punishment - Clauses - Making predictions, - assumptions, inferences about - Mendange Hurter auther between - Analyzing the text for - author's purpose, style, and voice - Pefining select literary terms interpetations Modod - Modern and - Reading: - The Victorians - Reading - Modern and - Modern and - Ustening - Determine meaning by origin - Clauses - Reading text - Reading text - Reading text - Making predictions, - assumptions, inferences about - Analyzing the text for - author's purpose, style, and voice - Pefining select literary terms in relation to texts - Poefining select literary terms in relation to texts - CC 11-12 R.L - Skill Level Pre Strill each of the strange of selection of the year / - Strill each of the strange of selections of selections - Analyzing the text for - Analyzing the text for - author's purpose, style, and voice - Poping select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Dutation - Defining select literary terms in relation to texts - Dutation - Defining select literary terms in relation to texts - Defining select literary terms in relation to texts - Dutation - | | do?) | | been | relate to the | |
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| The Flowering of Romanticism - The Victorians - Reading - Use words both literally and figuratively - Interpret words in the context they are used - Speaking - Crime and - Speaking - Crime and - Speaking - Crime and - Witting - Crime and - Connell Note - Taking - Crime and - Connell Note - Taking - Crime and - C | | uo: j | | | | |
| The Flowering of Romanticism | | | | mastereurj | | |
| Romanticism -The Victorians Reading -Use words both literally and figuratively -Interpret words in the context they are used -Potermine meaning by origin -Potentine and Punishment -Use many -Potentine and Punishment -Potentine meaning by origin -Clauses -Sentence Structure -Vocab -Reading: -Potermine meaning by origin -Reading text -Waking predictions, assumptions, inferences about the character and the plot -Analyzing the text for author's purpose, style, and voice -Potentine select literary terms in relation to texts -Potenting -Po | The Flowering of | Languago | 1 | Aimswoh | , | -Cornell Note |
| -The Victorians - Modern and Contemporary Writing Interpret words in the context they are used CC 11-12 L. 3 CC 11-12 L. 5 CC 11-12 | | Language | | | | |
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| Punishment -Clauses -Sentence Structure -Vocab -Sentence Structure -Vocab Reading: Theme Simile and Metaphor Symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Characterization Connotation & Denotation & Denotation & Denotation & Supense Imagery Narrator Propaganda Rocalassicism Nocalassicism Reading: Theme -Analyzing the text for author's purpose, style, and voice -Orafting and writing creative events -Drafting and writing creative narratives Suspense Imagery Norrator Propaganda Rocalassicism Nocalassicism Reading Reading CC 11-12 R.L. CC 11-12 R.L. Outzzes 10 CC 11-12 R.L. Projects 2 CC 11-12 R.L CC 11-12 R.L Skill Level Pre-Test Assessment to determine grade level research for extra 4 credit CC 11-12 R.L Fried essays CC 11-12 | -1984 | <u>Speaking</u> | -Determine meaning by origin | Assessment | CC 11-12 L. 6 | |
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| Neoclassicism Inverted syntax Alliteration Consonance Assonance Onomatopoeia Dramatic monologue Allusions Writing: Use of standard English -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb tense and usage in writing -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb observation and Conversation SLInitiate and participate effectively in a range of collaborative discussions (one- -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Teacher observation observation and CC 11-12 R.I. -CC 11-12 R.ICC 11-12 | | | | Dahataa | | |
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| Writing: Use of standard English Use of standard English Digging on My Grave?" effectively in a range of collaborative discussions (one- | _ | | | Conversation | CC 11-12 R.I. | , |
| Writing: Use of standard English Use of standard English -Initiate and participate effectively in a range of collaborative discussions (one-collaborative discussions (one-collaborative discussions) -Initiate and participate effectively in a range of text -Initiate and participate selections of text -Initiate and participate collaborative discussions (one-collaborative discussions) -Initiate and participate -Initiate | | | SL. | | 5 | |
| Use of standard English effectively in a range of collaborative discussions (one- | Writing: | | | Paraphrasing | CC 11-12 R.I. | |
| collaborative discussions (one- | _ | | · · · · · | | | |
| Collaborative discussions (one- | | | , - | | _ | |
| | Drafting and editing | | collaborative discussions (one- | | 7 | "The Rocking- |

| | on-one, in groups, and | Online lesson | | Horse Winner," |
|--|----------------------------------|----------------|---------------|---------------------------|
| Complete sentences | teacher-led) with diverse | completion | Writing | "Do Not Go |
| | • | | CC 11-12 W. | Gentle into That |
| Analysis of a topic | partners on grades 11-12 | Worksheets | 1 | Good Night" |
| | topics, texts, and issues, | (i.e. teacher | CC 11-12 W. | |
| Narrative, descriptive, | building on others' ideas and | made, | 10 | |
| and persuasive writing | expressing their own clearly | crossword | CC 11-12 W. | -Any Anglo Saxon |
| stemming from | and persuasively. | puzzles, | 3 | and Medieval |
| selected pieces of literature | | matching, | CC 11-12 W. | Literature (ability, |
| literature | -Evaluate a speaker's point of | word searches | 4 | age, and interest |
| Grammar: | view, reasoning, and use of | etc.) | CC 11-12 W. | appropriate) |
| | evidence and rhetoric, | (10.7) | 5 | |
| Clauses | assessing the stance, | Daily sentence | CC 11-12 W. | -McDougal-Littell |
| independent | | corrections | 6 | 11/12 th Grade |
| subordinate | premises, links among ideas, | | CC 11-12 W. | Text short stories |
| relative | word choice, points of | note cards | 7 | (see stories at: |
| absolutes | emphasis, and tone used. | check | CC 11-12 W. | http://www.classz |
| Contant of Charleton | | CITCON | 9 | one.com/cz/book |
| Sentence Structuresimple | -Make strategic use of digital | research | | s/ml_lit_gr10/boo |
| compound | media (e.g., textual, graphical, | outline | Speaking & | k home.htm;jsess |
| complex | audio, visual, and interactive | Cutilite | Listening | ionid=T6JcTNTpR1 |
| compound-complex | elements) in presentations to | research | CC 11-12 S.L. | Hj1vncw1XSGdKJc |
| | · · | paper rough | 1 | v7qsdJ2zGXgCXM |
| Reading | enhance understanding of | draft peer | CC 11-12 S.L. | RqdnmvSKWBWp |
| Literature from | findings, reasoning, and | editing | 2 | R!356874463?stat |
| Contemporary | evidence and to add interest. | Culting | CC 11-12 S.L. | e=il , McGraw-Hill |
| Writers, 1946-present | | final draft of | 3 | Vocabulary |
| Vietnam | -Adapt speech to a variety of | research | CC 11-12 S.L. | Workshop etc.) |
| Multi-cultural | contexts and tasks, | paper | 5 | workshop etc.) |
| Literature | demonstrating a command of | paper | CC 11-12 S.L. | -Interest |
| Elements of Fiction Elements of Nonfiction | formal English when indicated | | 6 | Inventory (to |
| Elements of Normation | or appropriate. | | 0 | gather what |
| Vietnam | | | | students are |
| Historical fiction | | | | interested in |
| Military affairs | | | | |
| Narrative | | | | reading about) |
| Autobiography | | | | -Study Guides |
| Stream of | | | | Study Guides |
| Consciousness. | | | | -Various Graphic |
| Writing Process | | | | Organizers (i.e. |
| Research and Analysis | | | | Venn Diagrams, |
| MLA Documentation Grammar | | | | KWL Charts, 3-2-1 |
| Prewrite, Draft, Revise, | | | | / Exit Slips etc.) |
| Edit, Proofread, | | | | , Exit Slips ctc., |
| Introduction, Body, | | | | -Power Points |
| Conclusion, Attention | | | | (various topics) |
| getter, Topic sentence, | | | | |
| Transitions, Clincher, | | | | -Video Clips (that |

| Companyting datail NALA | | | aa uu alakaikk |
|-------------------------|---|---|--------------------|
| Supporting detail, MLA | | | correlate with |
| format, Cite, Citation, | · | | material in class) |
| Index, Periodical, | · | | |
| Anthology, Expository, | · | | -Task-specific |
| Narrative, Recursive, | | | Worksheets for |
| Coherence, Anecdote, | · | | grammar |
| Unity/flow, Purpose, | · | | 8 |
| Thesis statement, | | | -Crossword puzzle |
| Documentation, | · | | generator |
| Outline, Bibliography, | · | | generator |
| Preface, Highlighting, | | | -Task-specific |
| Illustration, Works | · | | - |
| cited, Note cards, Note | · | | Rubrics (i.e. |
| taking, Bibliography | | | writing |
| cards, Biography, | | | assignments, |
| Autobiography, | | | research papers, |
| Glossary, Plagiarism, | | | oral |
| Statistics, Quotations, | | | presentations, |
| Paraphrase, Summary, | | | |
| Development, | | | group projects |
| Description, Setting, | | | and teamwork |
| Organization. | | | etc.) |
| Speaking | | | www.rubistar.co |
| Attention getter | | | m |
| Introduction | | | <u></u> |
| Transitions/clinchers | | | -SMART |
| Conclusion | | | Notebook 11: |
| Supporting details | | | SMART Exchange |
| Documentation | | | Sivil Lixellange |
| Professionalism | | | Timed essays |
| Tone of Voice | | | Tillieu essays |
| Point of view | | | Revolutionary |
| Credibility | | | editorial |
| Time allotment | | | euitoriai |
| Gestures | | | Litaram, analysis |
| Logical sequence | | | Literary analysis |
| Visual aides. | | | or miniresearch |
| Listening | | | paper |
| Attention getter | | | |
| Introduction | | | |
| Transitions/clinchers | | | |
| Conclusion | | | |
| Supporting details | | | |
| Professionalism | | | |
| Tone of voice | | | |
| Point of view | | | |
| | | | |
| Credibility | | | |
| Logical sequence | | l | |
| | | | |

UCAN TECH 11th Grade Advance Algebra and Trig Curriculum Map

| September 1 st Quarter | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been | Common Core Standards (How do these skills relate to the | Resources |
|--------------------------------------|---|--|---|--|----------------------------|
| | | | mastered?) | Common Core?) | |
| Vocabulary For | Seeing | | | <u>F.BF.1</u> | |
| the Year: | Structure in | *Classify and order | Formal / | F.BF.2 | |
| *axis of | Expressions | numbers. | Informal | | Various textbooks (i.e. |
| symmetry | | | Assessments | A.CED.1 | Pacemaker, McGraw- |
| *binomial | <u>Arithmetic</u> | *Identify and use | | A.CED.2 | Hill, Holt Algebra 2 etc.) |
| *coefficient | <u>with</u> | properties of real | Reviews / | A.CED.3 | |
| *complex | Polynomials & | numbers. | Tests | | Formal / Informal |
| conjugates | <u>Rational</u> | | | A.REI.3 | Assessments |
| *complex | Expressions | *Simplify, add, subtract, | ESY Testing | <u>A.REI.10</u> | |
| number | | multiply and divide | | <u>A.REI.11</u> | Teacher-made graphic |
| *conjugate | <u>Create</u> | square roots. | Aims Web | | organizers |
| *constant | Equations | | Testing | <u>F.IF.6</u> | |
| *constant | | *Simplify and evaluate | | <u>F.IF.7</u> | Task-specific |
| function | Reasoning | algebraic expressions. | KTEA II Testing | | worksheets / |
| *constant term | <u>with</u> | | | | assignments |
| *correlation | Equations & | *Simplify expressions | Monthly | | |
| *cubic function | <u>Inequalities</u> | involving exponents. | Progress | | Observations |
| *degree | | | Monitoring | | |
| *dependent | Interpreting | *Identify domain and | | | Homework |
| variable | <u>Functions</u> | range of relations and | Cornell Note | | |
| *determinant | | functions. | taking | | Smartboard |
| *discriminant | <u>Building</u> | | | | |
| *domain | <u>Functions</u> | *Determine if a relation | Exit Slips | | www.mathbits.com |
| *end behavior | | is a function. | | | |
| *equation | <u>Linear &</u> | | Observations | | www.algebra1teachers. |
| *evaluate | Exponential | *Write functions using | | | <u>com</u> |
| *expression | <u>Models</u> | function notation. | Games | | |
| *factor (n) | | | | | www.learner.org |
| *factor (v) | Trigonometric | *Evaluate and graph | Individual or | | |
| *function | <u>Functions</u> | functions. | group projects | | www.purplemath.com |
| *greatest | | 4 | _ , , | | |
| common factor | | *Apply transformations | Teacher / | | www.ixl.com/math/alg |
| *horizontal | | to points and sets of | Student | | ebra-1 |
| *imaginary | | points. | Conferencing | | ununu internet4 de como |
| number *independent | | *Identify parent | Homourant | | www.internet4classroo |
| *independent | | *Identify parent | Homework | | <u>m.com</u> |
| variable *inequality | | functions from graphs | Drogress | | www.goomulooming.com |
| *inequality | | and equations. | Progress | | www.goorulearning.org |

| 4 | *** | Ι | |
|------------------|--------------------------|--------------|----------------------------|
| *integer | *Use parent functions | Reports | |
| *leading | to model real world | | www.hippocampus.org |
| coefficient | data and make | Report Cards | |
| *linear function | estimates for unknown | | www.math-play.com |
| *matrix | values. | | |
| *model | | | www.homeschoolmath |
| *monomial | *Solve linear equations | | <u>.net</u> |
| *multiplicity | and inequalities. | | |
| *nature of the | | | <u>www.mathblaster.com</u> |
| roots | *Graph a linear | | |
| * non-integer | function using slope | | www.freetech4teacher |
| * ordered pair | and a point, intercepts, | | <u>s.com</u> |
| * parabola | and slope intercept | | |
| * parallel | form. | | www.coolmath.com |
| * parent | | | |
| function | *Graph a linear | | www.rubistar.com |
| * perpendicular | function using slope | | |
| * polynomial | and a point, intercepts, | | www.pbs.org |
| * quadratic | and slope intercept | | www.mathbits.com |
| formula | form. | | |
| * quadratic | | | www.algebra1teachers. |
| function | *Write a linear | | <u>com</u> |
| * quartic | equations given one | | |
| function | point, two points and a | | www.learner.org |
| * quintic | graph. | | |
| function | | | www.purplemath.com |
| * range | *Solve and graph linear | | |
| * rate of change | inequalities in two | | www.ixl.com/math/alg |
| * rational | variables. | | ebra-1 |
| number | | | |
| * real number | *Find the solution to a | | www.internet4classroo |
| * reflection | linear system by | | <u>m.com</u> |
| * relation | graphing on paper. | | |
| * relative | | | www.goorulearning.org |
| maximum | *Find the solution to a | | |
| * relative | linear system by | | www.hippocampus.org |
| minimum | graphing using a | | |
| * root | graphing calculator. | | www.math-play.com |
| * simplify | | | |
| * slope | | | www.homeschoolmath |
| * solution of a | | | .net |
| system | | | |
| * standard form | | | www.mathblaster.com |
| of a polynomial | | | |
| * system | | | www.freetech4teacher |
| *transformation | | | s.com |
| * translation | | | |
| * trinomial | | | www.coolmath.com |
| | | <u> </u> | |

| * turning point | | | |
|--------------------|--|--|------------------|
| * variable | | | www.rubistar.com |
| * vertex of a | | | |
| parabola | | | www.pbs.org |
| * vertical | | | |
| * vertical | | | |
| compression | | | |
| * vertical stretch | | | |
| * x-intercept | | | |
| * y-intercept | | | |
| * zero of a | | | |
| function | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| October 1 st Quarter | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------------------|---|--|--|--|----------------------------|
| Vocabulary For | Seeing | | , | <u>N.VM.6</u> | |
| the Year: | Structure in | *Solve a system of | Formal / | <u>N.VM.8</u> | |
| *axis of | <u>Expressions</u> | linear equations by the | Informal | | Various textbooks (i.e. |
| symmetry | | algebraic method of | Assessments | <u>A.REI.11</u> | Pacemaker, McGraw- |
| *binomial | <u>Arithmetic</u> | substitution. | | | Hill, Holt Algebra 2 etc.) |
| *coefficient | <u>with</u> | | Reviews / | | |
| *complex | Polynomials & | *Solve a system of | Tests | | Formal / Informal |
| conjugates | <u>Rational</u> | linear equations by the | | | Assessments |
| *complex | <u>Expressions</u> | algebraic method of | ESY Testing | | |
| number | | elimination (linear | | | Teacher-made graphic |
| *conjugate | <u>Create</u> | combination). | Aims Web | | organizers |
| *constant | <u>Equations</u> | | Testing | | |
| *constant | | *Solve a system of | | | Task-specific |
| function | Reasoning | linear equations by the | KTEA II Testing | | worksheets / |
| *constant term | with | algebraic method of | | | assignments |
| *correlation | Equations & | elimination (linear | Monthly | | |
| *cubic function | Inequalities | combination). | Progress | | Observations |
| *degree | | · | Monitoring | | |

| *dependent | Interpreting | * Solve a system of | | 1 | Homework |
|------------------|---------------------|-------------------------|----------------|---|------------------------------|
| variable | Functions | linear equations that | Cornell Note | | nomework |
| *determinant | FUNCTIONS | contains three | taking | | Smartboard |
| *discriminant | Duilding | variables. | Laking | | Siliartboard |
| *domain | Building | variables. | Fyit Cline | | www.mathhits.com |
| *end behavior | <u>Functions</u> | *! | Exit Slips | | www.mathbits.com |
| | Lineau O | *Identify properties of | Observations | | |
| *equation | <u>Linear &</u> | a matrix. | Observations | | www.algebra1teachers. |
| *evaluate | Exponential | *6-1-1-1-1 | | | <u>com</u> |
| *expression | <u>Models</u> | *Calculate the sum, | Games | | 1 |
| *factor (n) | | difference, scalar | | | www.learner.org |
| *factor (v) | Trigonometric | product, and product of | Individual or | | |
| *function | <u>Functions</u> | matrices. | group projects | | www.purplemath.com |
| *greatest | | | | | |
| common factor | Vector & | *Solve problems | Teacher / | | www.ixl.com/math/alg |
| *horizontal | <u>Matrix</u> | involving matrices. | Student | | ebra-1 |
| *imaginary | Quantities | | Conferencing | | |
| number | | *Solve a system of | | | <u>www.internet4classroo</u> |
| *independent | | linear equations using | Homework | | <u>m.com</u> |
| variable | | matrix concepts. | | | |
| *inequality | | | Progress | | www.goorulearning.org |
| *integer | | | Reports | | |
| *leading | | | | | www.hippocampus.org |
| coefficient | | | Report Cards | | |
| *linear function | | | | | www.math-play.com |
| *matrix | | | | | |
| *model | | | | | www.homeschoolmath |
| *monomial | | | | | <u>.net</u> |
| *multiplicity | | | | | |
| *nature of the | | | | | www.mathblaster.com |
| roots | | | | | |
| * non-integer | | | | | www.freetech4teacher |
| * ordered pair | | | | | <u>s.com</u> |
| * parabola | | | | | |
| * parallel | | | | | www.coolmath.com |
| * parent | | | | | |
| function | | | | | www.rubistar.com |
| * perpendicular | | | | | |
| * polynomial | | | | | www.pbs.org |
| * quadratic | | | | | www.mathbits.com |
| formula | | | | | |
| * quadratic | | | | | www.algebra1teachers. |
| function | | | | | com |
| * quartic | | | | | |
| function | | | | | www.learner.org |
| * quintic | | | | | |
| function | | | | | www.purplemath.com |
| * range | | | | | parpierraemooni |
| * rate of change | | | | | www.ixl.com/math/alg |
| Tate of change | l | l | | | |

| _ | T | | |
|--------------------|---|--|-----------------------|
| * rational | | | ebra-1 |
| number | | | |
| * real number | | | www.internet4classroo |
| * reflection | | | <u>m.com</u> |
| * relation | | | |
| * relative | | | www.goorulearning.org |
| maximum | | | |
| * relative | | | www.hippocampus.org |
| minimum | | | |
| * root | | | www.math-play.com |
| * simplify | | | |
| * slope | | | www.homeschoolmath |
| * solution of a | | | <u>.net</u> |
| system | | | |
| * standard form | | | www.mathblaster.com |
| of a polynomial | | | |
| * system | | | www.freetech4teacher |
| *transformation | | | <u>s.com</u> |
| * translation | | | |
| * trinomial | | | www.coolmath.com |
| * turning point | | | |
| * variable | | | www.rubistar.com |
| * vertex of a | | | |
| parabola | | | www.pbs.org |
| * vertical | | | |
| * vertical | | | |
| compression | | | |
| * vertical stretch | | | |
| * x-intercept | | | |
| * y-intercept | | | |
| * zero of a | | | |
| function | | | |
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| | | | |

| | Skills (What | Content/Activities/Rea | Formal | Common | |
|-------------------------|--------------|-------------------------|------------------|---------------|-----------|
| November | will the | dings (What will we | assessment | Core | Resources |
| | student be | use to help the student | Options (How | Standards | |
| 2 nd Quarter | able to do?) | learn the skill?) | will we know | (How do | |
| | - | | if the skill has | these skills | |
| | | | been | relate to the | |

| Vocabulary For ter Year: | | | <u> </u> | mostored2) | Common | 1 |
|--|------------------|----------------------|-------------------------|-----------------|----------|---------------------------------------|
| Vocabulary For the Year: Sering Structure in texas of texpressions symmetry Structure in texpressions Structure in texpressions symmetry Structure in texpressions Structure in texpression Structure in texpressions Structure in texpression | | | | masteredry | | |
| was of symmetry shinomial symmetry short coefficient decomplex coefficient with scomplex short symmetry short symmetry short symmetry shinomial symmetry short symmetry short symmetry shinomial symmetry short symmetry short symmetry shinomial symmetry short symmetry shinomial symmetry short symmetry shinomial symmetry short symmetry shinomial symmetry shinomial symmetry short symmetry shinomial symmet | Vosabulan, For | Cooing | | | · - | |
| *axis of symmetry symmetry binomial Arithmetic with binomial Arithmetic *coefficient binomial Arithmetic *coefficient binomial Arithmetic *complex conjugates Polynomials & Rational Expressions number *conjugate Conjugate Conju | | | *Factor on overseign | Former of / | <u> </u> | |
| symmetry *binomial Arithmetic *conplex Coefficient of Complex Rational *complex Rational *complex Rational *constant Function *constant function *correlation *correlation *cubic function *degree *debendent variable *determinant *discriminant *despandent *cond behavior *equation *equation *factor (n) *fact | | | · · | • | A.33E.2 | Various toythooks (i.e. |
| *binomial *coefficient *coefficient *coefficient *complex complex complex conjugates *Expressions number constant *Equations *Cornet term on the constant term *Cornelation function *Correlation functions function | | Expressions | _ | | F 154 | , |
| *coefficient *complex *complex *Conjugates Rational Rational Rational Rational Reviews / Felf. | | A with an ati a | lactor from each term. | Assessments | | · · |
| *complex Rational Rational Fectors in Conjugates (Conjugate Scompigate Scompigate Scompigate Scompigate Scompigate Scompatible | | | *= | De la la | <u> </u> | Hill, Holt Algebra 2 etc.) |
| conjugates % complex Rational Expressions number quadratic coefficient of Expressions one. ESY Testing Assessments *conjugate *conjugate *conjugate *constant remore constant *constant termost *constant term *correlation *constant term *correlation *degree *dependent discriminant *discriminant *equal to one and prime. *Factor quadratic trinomials with the quadratic trinomials with the quadratic trinomials with the quadratic coefficient one and prime. Monthly *Task-specific worksheets / assignments *cubic function *degree *dependent variable *functions *determinant validing *domain *debavior *equation *equal to one by grouping. *Factor quadratic trinomials with the quadratic coefficient one and prime. *Cornell Note taking *cornel | | | | _ | | 5 1/1.6 |
| *complex number number *conigate Create *constant *constant *constant function Reasoning with term *correlation *degree defendent variable *functions *functions *functions *function *fun | · | | | Tests | F.IF.9 | · · · · · · · · · · · · · · · · · · · |
| number *conjugate *constant Equations *constant function Reasoning *correlation *correlation *correlation *degree varieteminant *discriminant *discriminant *discriminant *equation *equation *equation *matrix function *factor (n) *fact | | | · | 50V.T: | | Assessments |
| *Conjugate conjugate constant *constant *constant function *constant term *correlation *degree *dependent variable *evaluate *evaluate *evaluate *evaluate *function *function *function *function *function *evaluate *evaluate *function *foraph quadratic functions. functions function functions functions functions functions functions funct | • | Expressions | one. | ESY Testing | | |
| *constant | | | | | | |
| *constant function Reasoning coefficient not equal to one and prime. *correlation Equations & Monthly Monthly Montoring Monto | | | · · | | | organizers |
| function Reasoning vith one and prime. coefficient not equal to one and prime. KTEA II Testing one and prime. worksheets / assignments *correlation *correlation *degree *Equations & Inequalities *Factor quadratic trinomials with the quadratic coefficient properties of given quadratic equations. Monthly Homework *deberminant *discriminant *discriminant *domain *equation *equal to one by earlied behavior *equation *Factor the difference of two squares. Exit Slips Smartboard *evaluate *expression *factor (n) *factor (n) *factor (n) *factor (n) *fractor (n) *greatest common factor *horizontal *maginary quadratic equation by graphing number *independent variable *inequality integer *lineage releading coefficient *linear function *linear function *linear function *matrix *model *Solve a quadratic equation by graphing and determining the zeros. Teacher / Student epiral www.jeorulearning.org www.jeorulearning.org *linear function *matrix *model *Foraph quadratic equation by graphing and determining the zeros. *Foraph quadratic equation by graphing and determining the zeros. *Solve a quadratic equation by graphing and determining the zeros. *Solve a quadratic equation by graphing and determining the zeros. *Homework *www.jeorulearning.org *linear function *matrix *model **Inear function *matrix *model **Report Cards *www.homeschoolmath | | <u>Equations</u> | | Testing | | |
| *constant term *correlation *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *evalution *evalution *function *function *function *function *function *function *function *function *greatest common factor *horizontal *imaginary number *independent variable *independent *independent variable *functions *forein in in individual or *greatest common factor *horizontal *imaginary number *independent variable *integer *linear function *integer *linear function *integer *linear function *integer *linear function *matrix *model *with Equation Sequation *Factor quadratic trinomials with the quadratic coefficient not equal to one by grouping. *Factor the difference of two squares. Cornell Note taking *Cornell Note taking *Smartboard *Individual or group projects functions. Individual or group projects *www.purplemath.com *www.internet4classroo m.com *www.internet4classroo m.com *www.internet4classroo m.com *www.math-play.com *www.math-play.com *www.homeschoolmath | | | • | | | - |
| *correlation | | | · · | KTEA II Testing | | • |
| *Cubic function *degree *dependent *degree *dependent puriable *determinant *discriminant *domain *equation *equation *equation *factor (n) *factor (v) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *integer *leading coefficient *aligner *factor the difference of two squares. *Solve a quadratic *equation *greatest variable *inequality *integer *leading coefficient *linear function *greatest *leading coefficient *Report Cards *Report Cards *Monitoring Monitoring Homework Cornell Note Exit Slips *www.mathbits.com *www.algebra1teachers. com www.learner.org *www.learner.org *www.learner.org *www.ixl.com/math/alg ebra-1 Conferencing www.ixl.com/math/alg ebra-1 Www.math-play.com www.math-play.com www.homeschoolmath | | | one and prime. | | | assignments |
| *degree *dependent variable *dependent variable *determinant *discriminant discriminant *domain *equation *equation *equation *evaluate *expression *factor (n) *factor (v) *functions *greatest common factor *horizontal *imaginary number *independent variable *inequality *inequality *inequality *inequality *inequality *inequality *inequality *imaginary coefficient *im | | | | , | | |
| *dependent variableInterpreting Functionsquadratic coefficient not equal to one by grouping.Cornell Note takingHomework*determinantBuilding *domain*Factor the difference of two squares.Exit Slipswww.mathbits.com*end behavior *end behaviorLinear & Exponential *evaluateExponential functions*Identify properties of given quadratic functions.Gameswww.lagebra1teachers. com*factor (n)Trigonometric *functionfunctions.Individual or group projectswww.purplemath.com*factor (v)Trigonometric *functions*Graph quadratic functions.group projectswww.purplemath.com*greatest*Graph quadratic functions.*Studentebra-1*imaginary numberQuantities*Solve a quadratic equation by graphing and determining the zeros.Studentebra-1*independent variable *independent variable *inequality *integer *leading coefficient *linear function *matrix *modelProgress Reportwww.hippocampus.org*linear function *matrix *modelReport Cardswww.homeschoolmath | | <u>Inequalities</u> | • | _ | | Observations |
| variable *determinant Functions not equal to one by grouping. Cornell Note taking Smartboard *discriminant *discriminant *domain *domain *domain *end behavior *end behavior *equation *Factor the difference of two squares. Exit Slips www.mathbits.com *equation *evaluate *exponential *evaluate *factor (n) *Identify properties of given quadratic functions. Games www.learner.org *factor (n) *factor (n) *factor (v) *frigonometric *function *Graph quadratic functions. models www.learner.org *function *function *function *domain *greatest *Solve a quadratic functions. group projects www.internet4classroo *common factor *horizontal *imaginary number *independent variable *inequality *inequali | _ | | | Monitoring | | |
| *determinant *discriminant *discriminant *domain *end behavior *equation Exponential *factor (n) *factor (n) *fractor (n) *www.learner.org *www.learner.org *www.learner.org *www.learner.org *www.purplemath.com *www.purplemath.com *www.internet4classroo *m.com *www.internet4classroo *www.learner.org *www.internet4classroo *www.learner.org *www.internet4classroo *www.learner.org *www.internet4classroo *www.internet4classroo *www.purplemath.com *www.internet4classroo *www.internet4 | · · | | 1 · | | | Homework |
| *discriminant *domain *domain *end behavior *equation Linear & Exponential *expression *factor (n) *factor (v) *frunctions *greatest common factor *horizontal *miaginary number *independent variable *inequality *inequality *linear function *linear function *inequality *linear function *matrix *model *miaginary *model *miaginary *model *miaginary *model *miaginary *minder | | <u>Functions</u> | not equal to one by | Cornell Note | | |
| *Factor the difference of two squares. *Linear & | | | grouping. | taking | | Smartboard |
| *end behavior *equation *equation *evaluate *expression *factor (n) *factor (v) *frunction *greatest common factor *horizontal *imaginary number *independent variable *inequality *inequality *inequality *ineger *leading coefficient *linear function *matrix *model *model *inequalito *model *frunction *matrix *model *inequalito *model *frunction *frunction *independent *matrix *model *model *inequality *model *matrix *model *inequality *model *matrix *model *inequality *model *matrix *model *matrix *model *matrix *model *ldentify properties of gomes *ladentify properties of gomes *matrix *model *ladentify properties of gomes *matrix *model* *mumulation | *discriminant | Building | | | | |
| *equation | *domain | <u>Functions</u> | *Factor the difference | Exit Slips | | www.mathbits.com |
| *evaluate | *end behavior | | of two squares. | | | |
| *expression *factor (n) *factor (v) *finction *greatest common factor *horizontal *imaginary number *independent variable *inequality *ineger *leading coefficient *linear function *matrix *model *models given quadratic functions. given quadratic functions. Individual or group projects group projects www.purplemath.com www.ixl.com/math/alg gebra-1 Conferencing and determining the zeros. Homework Progress Reports www.ixl.com/math/alg ebra-1 Www.ixl.com/math/alg ebra-1 Www.internet4classroo m.com www.internet4classroo m.com www.hippocampus.org www.homeschoolmath | *equation | <u>Linear &</u> | | Observations | | www.algebra1teachers. |
| *factor (n) *factor (v) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *inequality *ineger *leading coefficient *linear function *matrix *model *model *model functions. functions. *Graph quadratic functions. Teacher / *Solve a quadratic equation by graphing and determining the zeros. #lomework Individual or group projects www.purplemath.com www.internet/alg www.internet4classroo m.com www.internet4classroo m.com www.hippocampus.org www.homeschoolmath | *evaluate | <u>Exponential</u> | *Identify properties of | | | <u>com</u> |
| *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model Individual or group projects *Graph quadratic functions. Teacher / Student Conferencing Aww.ixl.com/math/alg ebra-1 Conferencing www.internet4classroo m.com www.internet4classroo m.com www.goorulearning.org www.hippocampus.org www.homeschoolmath | *expression | <u>Models</u> | given quadratic | Games | | |
| *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *ineger *leading coefficient *linear function *matrix *model *model *model *functions *Graph quadratic functions. Teacher / Student Conferencing *www.ixl.com/math/alg ebra-1 *www.ixl.com/math/alg ebra-1 *www.internet4classroo *www.internet4classroo *www.internet4classroo *www.goorulearning.org *www.hippocampus.org www.homeschoolmath | | | functions. | | | www.learner.org |
| *greatest common factor *horizontal *imaginary number *independent variable *inequality *ineger *leading coefficient *linear function *matrix *model functions. Teacher / Student Conferencing www.ixl.com/math/alg ebra-1 Conferencing www.internet4classroo m.com www.internet4classroo m.com www.goorulearning.org www.hippocampus.org www.homeschoolmath | *factor (v) | <u>Trigonometric</u> | | Individual or | | |
| common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *model *model *Solve a quadratic equation by graphing and determining the zeros. *Teacher / Student Conferencing *Www.ixl.com/math/alg ebra-1 *Www.ixl.com/math/alg ebra-1 *www.internet4classroo m.com *www.internet4classroo *www.goorulearning.org *www.hippocampus.org www.homeschoolmath | *function | <u>Functions</u> | *Graph quadratic | group projects | | www.purplemath.com |
| *horizontal *imaginary number number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *model *shorizontal *Solve a quadratic equation by graphing and determining the zeros. *Student Conferencing *www.internet4classroo m.com *www.goorulearning.org *www.homeschoolmath *www.homeschoolmath | *greatest | | functions. | | | |
| *imaginary number number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *imaginary equation by graphing and determining the zeros. Equation by graphing and determining the zeros. Homework Progress Reports Www.internet4classroo m.com www.goorulearning.org www.homeschoolmath | common factor | <u>Vector &</u> | | Teacher / | | www.ixl.com/math/alg |
| number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *model and determining the zeros. Homework Progress Reports www.internet4classroo m.com www.goorulearning.org www.goorulearning.org www.hippocampus.org www.hippocampus.org www.math-play.com www.homeschoolmath | *horizontal | <u>Matrix</u> | *Solve a quadratic | Student | | <u>ebra-1</u> |
| *independent variable *inequality *ineger *leading coefficient *linear function *matrix *model *inequality Progress Reports www.goorulearning.org www.hippocampus.org www.hippocampus.org www.math-play.com www.homeschoolmath | *imaginary | Quantities | equation by graphing | Conferencing | | |
| variable *inequality *integer *leading coefficient *linear function *matrix *model Progress Reports www.goorulearning.org www.hippocampus.org www.hippocampus.org www.math-play.com www.math-play.com www.homeschoolmath | number | | and determining the | | | www.internet4classroo |
| *inequality *integer *leading coefficient *linear function *matrix *model Progress Reports Mww.goorulearning.org www.hippocampus.org www.hippocampus.org www.math-play.com www.homeschoolmath | *independent | | zeros. | Homework | | <u>m.com</u> |
| *integer *leading coefficient *linear function *matrix *model Reports Www.hippocampus.org | variable | | | | | |
| *integer *leading coefficient *linear function *matrix *model Reports Www.hippocampus.org | *inequality | | | Progress | | www.goorulearning.org |
| *leading coefficient Report Cards *linear function *matrix *model | *integer | | | Reports | | |
| coefficient *linear function *matrix *model Report Cards www.math-play.com www.homeschoolmath | *leading | | | | | www.hippocampus.org |
| *linear function *matrix *model www.math-play.com www.homeschoolmath | _ | | | Report Cards | | |
| *matrix *model | *linear function | | | | | www.math-play.com |
| | *matrix | | | | | . — |
| | *model | | | | | www.homeschoolmath |
| monomiai .iiet | *monomial | | | | | .net |
| *multiplicity | *multiplicity | | | | | |

| *nature of the | | | | www.mathblaster.com |
|--------------------|---|----------|---|-----------------------|
| roots | | | | |
| * non-integer | | | | www.freetech4teacher |
| * ordered pair | | | | s.com |
| * parabola | | | | |
| * parallel | | | | www.coolmath.com |
| * parent | | | | |
| function | | | | www.rubistar.com |
| * perpendicular | | | | |
| * polynomial | | | | www.pbs.org |
| * quadratic | | | | www.mathbits.com |
| formula | | | | |
| * quadratic | | | | www.algebra1teachers. |
| function | | | | com |
| * quartic | | | | |
| function | | | | www.learner.org |
| * quintic | | | | |
| function | | | | www.purplemath.com |
| * range | | | | |
| * rate of change | | | | www.ixl.com/math/alg |
| * rational | | | | ebra-1 |
| number | | | | |
| * real number | | | | www.internet4classroo |
| * reflection | | | | m.com |
| * relation | | | | |
| * relative | | | | www.goorulearning.org |
| maximum | | | | |
| * relative | | | | www.hippocampus.org |
| minimum | | | | |
| * root | | | | www.math-play.com |
| * simplify | | | | |
| * slope | | | | www.homeschoolmath |
| * solution of a | | | | .net |
| system | | | | |
| * standard form | | | | www.mathblaster.com |
| of a polynomial | | | | |
| * system | | | | www.freetech4teacher |
| *transformation | | | | s.com |
| * translation | | | | |
| * trinomial | | | | www.coolmath.com |
| * turning point | | | | |
| * variable | | | | www.rubistar.com |
| * vertex of a | | | | |
| parabola | | | | www.pbs.org |
| * vertical | | | | |
| * vertical | | | | |
| compression | | | | |
| * vertical stretch | | | | |
| | 1 | <u> </u> | 1 | |

| * x-intercept | | | |
|---------------|--|--|--|
| * y-intercept | | | |
| * zero of a | | | |
| function | | | |
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| December 2 nd Quarter | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|-------------------------------------|--|--|--|--|----------------------------|
| Vocabulary For | Seeing | | | A.SSE.3 | |
| the Year: | Structure in | *Solve quadratic | Formal / | | |
| *axis of | <u>Expressions</u> | equations using the | Informal | A.REI.4 | Various textbooks (i.e. |
| symmetry | _ | square root method. | Assessments | | Pacemaker, McGraw- |
| *binomial | <u>Arithmetic</u> | | | A.CED.1 | Hill, Holt Algebra 2 etc.) |
| *coefficient | <u>with</u> | *Solve quadratic | Reviews / | | |
| *complex | Polynomials & | equations by factoring | Tests | | Formal / Informal |
| conjugates | <u>Rational</u> | and using the zero | | | Assessments |
| *complex | <u>Expressions</u> | product property. | ESY Testing | | |
| number | | | | | Teacher-made graphic |
| *conjugate | <u>Create</u> | *Complete the | Aims Web | | organizers |
| *constant | <u>Equations</u> | procedure of | Testing | | |
| *constant | | completing the square. | | | Task-specific |
| function | Reasoning | | KTEA II Testing | | worksheets / |
| *constant term | <u>with</u> | *Use the concept of | | | assignments |
| *correlation | Equations & | completing the square | Monthly | | |
| *cubic function | <u>Inequalities</u> | to solve a quadratic | Progress | | Observations |
| *degree | | equation. | Monitoring | | |
| *dependent | <u>Interpreting</u> | | | | Homework |
| variable | <u>Functions</u> | *Use the discriminant | Cornell Note | | |
| *determinant | | to determine the | taking | | Smartboard |
| *discriminant | Building | number and nature of | | | |
| *domain | <u>Functions</u> | the roots. | Exit Slips | | www.mathbits.com |
| *end behavior | | | | | |

| *equation | Linear & | *Solve quadratic | Observations | www.algebra1teachers. |
|------------------------|---------------------------------------|---------------------|----------------|------------------------------|
| *evaluate | · · · · · · · · · · · · · · · · · · · | • | Observations | |
| | <u>Exponential</u> | equations using the | C | <u>com</u> |
| *expression | <u>Models</u> | Quadratic Formula. | Games | 1 |
| *factor (n) | | | | www.learner.org |
| *factor (v) | Trigonometric | | Individual or | |
| *function | <u>Functions</u> | | group projects | www.purplemath.com |
| *greatest | _ | | | |
| common factor | Vector & | | Teacher / | www.ixl.com/math/alg |
| *horizontal | <u>Matrix</u> | | Student | ebra-1 |
| *imaginary | <u>Quantities</u> | | Conferencing | |
| number | | | | www.internet4classroo |
| *independent | | | Homework | <u>m.com</u> |
| variable | | | | |
| *inequality | | | Progress | www.goorulearning.org |
| *integer | | | Reports | |
| *leading | | | | www.hippocampus.org |
| coefficient | | | Report Cards | |
| *linear function | | | | www.math-play.com |
| *matrix | | | | |
| *model | | | | www.homeschoolmath |
| *monomial | | | | .net |
| *multiplicity | | | | |
| *nature of the | | | | www.mathblaster.com |
| roots | | | | |
| * non-integer | | | | www.freetech4teacher |
| * ordered pair | | | | s.com |
| * parabola | | | | <u>3.com</u> |
| * parallel | | | | www.coolmath.com |
| * parent | | | | www.coomatn.com |
| function | | | | www.rubistar.com |
| * perpendicular | | | | www.rubistar.com |
| * polynomial | | | | www.pbs.org |
| * quadratic | | | | |
| - | | | | www.mathbits.com |
| formula * avaduatio | | | | |
| * quadratic | | | | www.algebra1teachers. |
| function | | | | com |
| * quartic | | | | |
| function | | | | www.learner.org |
| * quintic | | | | |
| function | | | | www.purplemath.com |
| * range | | | | |
| * rate of change | | | | www.ixl.com/math/alg |
| * rational | | | | ebra-1 |
| number | | | | |
| * real number | | | | <u>www.internet4classroo</u> |
| * reflection | | | | <u>m.com</u> |
| * relation | | | | |
| * relative | | | | www.goorulearning.org |

| maximum | | | |
|--------------------|--|--|----------------------|
| * relative | | | www.hippocampus.org |
| minimum | | | |
| * root | | | www.math-play.com |
| * simplify | | | |
| * slope | | | www.homeschoolmath |
| * solution of a | | | <u>.net</u> |
| system | | | |
| * standard form | | | www.mathblaster.com |
| of a polynomial | | | |
| * system | | | www.freetech4teacher |
| *transformation | | | s.com |
| * translation | | | |
| * trinomial | | | www.coolmath.com |
| * turning point | | | |
| * variable | | | www.rubistar.com |
| * vertex of a | | | |
| parabola | | | www.pbs.org |
| * vertical | | | |
| * vertical | | | |
| compression | | | |
| * vertical stretch | | | |
| * x-intercept | | | |
| * y-intercept | | | |
| * zero of a | | | |
| function | | | |
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| January 2 nd Quarter | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|------------------------------------|---|--|--|--|-----------|
| Vocabulary For | Seeing | | | N.CN.1 | |
| the Year: | Structure in | *Plot and identify | Formal / | <u>N.CN.2</u> | |

| *avic of | Everes: and | compley numbers are | Informal | N CN 7 | Various touth a alsa /: s |
|------------------|----------------------|------------------------|-----------------|---------------|------------------------------|
| *axis of | <u>Expressions</u> | complex numbers on | | <u>N.CN.7</u> | Various textbooks (i.e. |
| symmetry | Λ with a + : - | the complex plane. | Assessments | | Pacemaker, McGraw- |
| *binomial | Arithmetic | *Dorform or arations | Dovious / | | Hill, Holt Algebra 2 etc.) |
| *coefficient | with | *Perform operations | Reviews / | | Formal / Informati |
| *complex | Polynomials & | with complex numbers | Tests | | Formal / Informal |
| conjugates | Rational | (add, subtract, | 50V.T: | | Assessments |
| *complex | <u>Expressions</u> | multiply). | ESY Testing | | T b d b |
| number | | *D (| A | | Teacher-made graphic |
| *conjugate | <u>Create</u> | *Perform operations | Aims Web | | organizers |
| *constant | <u>Equations</u> | with complex numbers | Testing | | |
| *constant | | (divide). | ., | | Task-specific |
| function | Reasoning | #= I | KTEA II Testing | | worksheets / |
| *constant term | with | *Evaluate powers of í. | | | assignments |
| *correlation | Equations & | *** | Monthly | | |
| *cubic function | <u>Inequalities</u> | *Solve quadratic | Progress | | Observations |
| *degree | | equations with complex | Monitoring | | |
| *dependent | Interpreting | solutions. | | | Homework |
| variable | <u>Functions</u> | | Cornell Note | | |
| *determinant | | | taking | | Smartboard |
| *discriminant | Building | | | | |
| *domain | <u>Functions</u> | | Exit Slips | | <u>www.mathbits.com</u> |
| *end behavior | | | | | |
| *equation | <u>Linear &</u> | | Observations | | www.algebra1teachers. |
| *evaluate | Exponential | | | | <u>com</u> |
| *expression | <u>Models</u> | | Games | | |
| *factor (n) | | | | | www.learner.org |
| *factor (v) | <u>Trigonometric</u> | | Individual or | | |
| *function | <u>Functions</u> | | group projects | | www.purplemath.com |
| *greatest | _ | | | | |
| common factor | Vector & | | Teacher / | | www.ixl.com/math/alg |
| *horizontal | <u>Matrix</u> | | Student | | ebra-1 |
| *imaginary | Quantities | | Conferencing | | |
| number | | | | | <u>www.internet4classroo</u> |
| *independent | | | Homework | | <u>m.com</u> |
| variable | | | | | |
| *inequality | | | Progress | | www.goorulearning.org |
| *integer | | | Reports | | |
| *leading | | | | | www.hippocampus.org |
| coefficient | | | Report Cards | | |
| *linear function | | | | | www.math-play.com |
| *matrix | | | | | |
| *model | | | | | www.homeschoolmath |
| *monomial | | | | | <u>.net</u> |
| *multiplicity | | | | | |
| *nature of the | | | | | <u>www.mathblaster.com</u> |
| roots | | | | | |
| * non-integer | | | | | www.freetech4teacher |
| * ordered pair | | | | | <u>s.com</u> |

| * parabola | | | | |
|--------------------|---|--|---|-----------------------|
| * parallel | | | | www.coolmath.com |
| * parent | | | | |
| function | | | | www.rubistar.com |
| * perpendicular | | | | |
| * polynomial | | | | www.pbs.org |
| * quadratic | | | | www.mathbits.com |
| formula | | | | |
| * quadratic | | | | www.algebra1teachers. |
| function | | | | com |
| * quartic | | | | |
| function | | | | www.learner.org |
| * quintic | | | | |
| function | | | | www.purplemath.com |
| * range | | | | |
| * rate of change | | | | www.ixl.com/math/alg |
| * rational | | | | ebra-1 |
| number | | | | |
| * real number | | | | www.internet4classroo |
| * reflection | | | | m.com |
| * relation | | | | |
| * relative | | | | www.goorulearning.org |
| maximum | | | | |
| * relative | | | | www.hippocampus.org |
| minimum | | | | |
| * root | | | | www.math-play.com |
| * simplify | | | | |
| * slope | | | | www.homeschoolmath |
| * solution of a | | | | .net |
| system | | | | |
| * standard form | | | | www.mathblaster.com |
| of a polynomial | | | | |
| * system | | | | www.freetech4teacher |
| *transformation | | | | s.com |
| * translation | | | | |
| * trinomial | | | | www.coolmath.com |
| * turning point | | | | |
| * variable | | | | www.rubistar.com |
| * vertex of a | | | | |
| parabola | | | | www.pbs.org |
| * vertical | | | | |
| * vertical | | | | |
| compression | | | | |
| * vertical stretch | | | | |
| * x-intercept | | | | |
| * y-intercept | | | | |
| * zero of a | | | | |
| function | | | | |
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| February 3 rd Quarter | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|-----------------------------------|---|--|--|--|----------------------------|
| <u>Vocabulary For</u> | Seeing | | , | A.APR.1 | |
| the Year: | Structure in | *Identify and classify | Formal / | A.APR.2 | |
| *axis of | <u>Expressions</u> | polynomials. | Informal | A.APR.3 | Various textbooks (i.e. |
| symmetry | | | Assessments | | Pacemaker, McGraw- |
| *binomial | <u>Arithmetic</u> | *Perform operations | _ | <u>F.IF.3</u> | Hill, Holt Algebra 2 etc.) |
| *coefficient | <u>with</u> | with polynomials (add, | Reviews / | <u>F.IF.4</u> | |
| *complex | Polynomials & | subtract, multiply, | Tests | <u>F.IF.7</u> | Formal / Informal |
| conjugates | <u>Rational</u> | divide by a monomial). | | | Assessments |
| *complex | <u>Expressions</u> | | ESY Testing | | |
| number | | *Perform operations | | | Teacher-made graphic |
| *conjugate | <u>Create</u> | with polynomials (long | Aims Web | | organizers |
| *constant | <u>Equations</u> | division and synthetic | Testing | | |
| *constant | | division). | | | Task-specific |
| function | Reasoning | | KTEA II Testing | | worksheets / |
| *constant term | <u>with</u> | *Determine the factors | | | assignments |
| *correlation | Equations & | of a polynomial. | Monthly | | |
| *cubic function | <u>Inequalities</u> | | Progress | | Observations |
| *degree | | *Factor the sum and | Monitoring | | |
| *dependent | <u>Interpreting</u> | difference of two | | | Homework |
| variable | <u>Functions</u> | cubes. | Cornell Note | | |
| *determinant | | | taking | | Smartboard |
| *discriminant | <u>Building</u> | *Use rational root | | | |
| *domain | <u>Functions</u> | theorem and the | Exit Slips | | www.mathbits.com |
| *end behavior | | irrational root theorem | | | |
| *equation | <u>Linear &</u> | to solve polynomial | Observations | | www.algebra1teachers. |
| *evaluate | <u>Exponential</u> | theorems. | | | <u>com</u> |
| *expression | Models | | Games | | |
| *factor (n) | | *Use the Fundamental | | | www.learner.org |
| *factor (v) | <u>Trigonometric</u> | Theorem of Algebra | Individual or | | |
| *function | <u>Functions</u> | and its corollary to | group projects | | www.purplemath.com |

| Ψ | | I | <u> </u> | <u> </u> | 1 |
|-----------------------------|------------|----------------------------|--------------|----------|------------------------|
| *greatest | 0 | write a polynomial | _ , , | | |
| common factor | Vector & | equation of least | Teacher / | | www.ixl.com/math/alg |
| *horizontal | Matrix | degree with given | Student | | ebra-1 |
| *imaginary | Quantities | roots. | Conferencing | | |
| number | | | | | www.internet4classroo |
| *independent | | *Identify all of the roots | Homework | | <u>m.com</u> |
| variable | | of a polynomial | | | |
| *inequality | | equation. | Progress | | www.goorulearning.org |
| *integer | | *Use properties of end | Reports | | |
| *leading | | behavior to analyze, | | | www.hippocampus.org |
| coefficient | | describe and graph | Report Cards | | |
| *linear function | | polynomial functions. | | | www.math-play.com |
| *matrix | | | | | |
| *model | | *Transform polynomial | | | www.homeschoolmath |
| *monomial | | functions. | | | <u>.net</u> |
| *multiplicity | | | | | |
| *nature of the | | | | | www.mathblaster.com |
| roots | | | | | |
| * non-integer | | | | | www.freetech4teacher |
| * ordered pair | | | | | s.com |
| * parabola | | | | | |
| * parallel | | | | | www.coolmath.com |
| * parent | | | | | |
| function | | | | | www.rubistar.com |
| * perpendicular | | | | | <u></u> |
| * polynomial | | | | | www.pbs.org |
| * quadratic | | | | | www.mathbits.com |
| formula | | | | | www.matmores.com |
| * quadratic | | | | | www.algebra1teachers. |
| function | | | | | com |
| * quartic | | | | | COIII |
| function | | | | | www.learner.org |
| * quintic | | | | | www.learner.org |
| function | | | | | www.purplemath.com |
| | | | | | www.purpiematii.com |
| * range * rate of change | | | | | ununu ivl som/math/ala |
| _ | | | | | www.ixl.com/math/alg |
| * rational | | | | | ebra-1 |
| number | | | | | |
| * real number | | | | | www.internet4classroo |
| * reflection | | | | | <u>m.com</u> |
| * relation | | | | | , . |
| * relative | | | | | www.goorulearning.org |
| maximum | | | | | |
| * relative | | | | | www.hippocampus.org |
| minimum | | | | | |
| * root | | | | | www.math-play.com |
| * simplify | | | | | |
| * slope | | | | | www.homeschoolmath |

| * solution of a | | | <u>.net</u> |
|--------------------|--|--|----------------------|
| system | | | |
| * standard form | | | www.mathblaster.com |
| of a polynomial | | | |
| * system | | | www.freetech4teacher |
| *transformation | | | <u>s.com</u> |
| * translation | | | |
| * trinomial | | | www.coolmath.com |
| * turning point | | | |
| * variable | | | www.rubistar.com |
| * vertex of a | | | |
| parabola | | | www.pbs.org |
| * vertical | | | |
| * vertical | | | |
| compression | | | |
| * vertical stretch | | | |
| * x-intercept | | | |
| * y-intercept | | | |
| * zero of a | | | |
| function | | | |
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| March 3 rd Quarter | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|----------------------------------|---|--|--|--|----------------------------|
| Vocabulary For | Seeing | | | <u>F.IF.7</u> | |
| the Year: | Structure in | *Write and evaluate | Formal / | | |
| *axis of | Expressions | exponential expressions | Informal | <u>F.BF.1</u> | Various textbooks (i.e. |
| symmetry | | to model growth and | Assessments | <u>F.BF.4</u> | Pacemaker, McGraw- |
| *binomial | <u>Arithmetic</u> | decay situations. | | | Hill, Holt Algebra 2 etc.) |
| *coefficient | <u>with</u> | | Reviews / | <u>F.LE.4</u> | |
| *complex | Polynomials & | *Graph exponential | Tests | | Formal / Informal |
| conjugates | <u>Rational</u> | growth and decay | | <u>A.REI.11</u> | Assessments |
| *complex | <u>Expressions</u> | functions. | ESY Testing | | |
| number | | | | | Teacher-made graphic |

| | T | | T | |
|------------------|---------------------|-------------------------|-----------------|-------------------------------|
| *conjugate | <u>Create</u> | *Graph and recognize | Aims Web | organizers |
| *constant | Equations | inverses of relations | Testing | |
| *constant | | and functions. | | Task-specific |
| function | Reasoning | | KTEA II Testing | worksheets / |
| *constant term | <u>with</u> | *Find inverses of | | assignments |
| *correlation | Equations & | functions. | Monthly | |
| *cubic function | <u>Inequalities</u> | | Progress | Observations |
| *degree | | *Write equivalent | Monitoring | |
| *dependent | Interpreting | forms for exponential | | Homework |
| variable | <u>Functions</u> | and logarithmic | Cornell Note | |
| *determinant | | functions. | taking | Smartboard |
| *discriminant | Building | | | |
| *domain | <u>Functions</u> | *Write, evaluate, and | Exit Slips | www.mathbits.com |
| *end behavior | | graph logarithmic | | |
| *equation | Linear & | functions. | Observations | www.algebra1teachers. |
| *evaluate | Exponential | | | com |
| *expression | Models | *Use properties to | Games | |
| *factor (n) | | simplify logarithmic | | www.learner.org |
| *factor (v) | Trigonometric | expressions. | Individual or | <u></u> |
| *function | Functions | CALP COOLONG | group projects | www.purplemath.com |
| *greatest | <u>r drictions</u> | *Expand and condense | group projects | www.parpiematm.com |
| common factor | Vector & | logarithmic | Teacher / | www.ixl.com/math/alg |
| *horizontal | Matrix | expressions. | Student | ebra-1 |
| *imaginary | Quantities | expressions. | Conferencing | ebia-1 |
| number | Quantities | *Translate between | Contenenting | www.internet4classroo |
| *independent | | logarithms in any base. | Homework | |
| variable | | logarithms in any base. | nomework | <u>m.com</u> |
| | | *Coluc ovnonential and | Drogress | unuu gooruloorning org |
| *inequality | | *Solve exponential and | Progress | www.goorulearning.org |
| *integer | | logarithmic equations. | Reports | unun hinnasamnus ara |
| *leading | | *!! | Danaut Cauda | www.hippocampus.org |
| coefficient | | *Use the number e to | Report Cards | and the state of the state of |
| *linear function | | write and graph | | <u>www.math-play.com</u> |
| *matrix | | exponential functions | | |
| *model | | representing real world | | <u>www.homeschoolmath</u> |
| *monomial | | situations. | | <u>.net</u> |
| *multiplicity | | | | |
| *nature of the | | *Solve equations and | | <u>www.mathblaster.com</u> |
| roots | | problems involving e or | | |
| * non-integer | | natural logarithms. | | www.freetech4teacher |
| * ordered pair | | | | <u>s.com</u> |
| * parabola | | | | |
| * parallel | | | | www.coolmath.com |
| * parent | | | | |
| function | | | | www.rubistar.com |
| * perpendicular | | | | |
| * polynomial | | | | www.pbs.org |
| * quadratic | | | | www.mathbits.com |
| formula | | | | |
| | 1 | 1 | 1 | <u> </u> |

| * quadratic | | | www.algebra1teachers. |
|--------------------|--|--|------------------------|
| function | | | com |
| * quartic | | | |
| function | | | www.learner.org |
| * quintic | | | |
| function | | | www.purplemath.com |
| * range | | | |
| * rate of change | | | www.ixl.com/math/alg |
| * rational | | | ebra-1 |
| number | | | |
| * real number | | | www.internet4classroo |
| * reflection | | | m.com |
| * relation | | | |
| * relative | | | www.goorulearning.org |
| maximum | | | www.goorarearrinig.org |
| * relative | | | www.hippocampus.org |
| minimum | | | |
| * root | | | www.math-play.com |
| * simplify | | | www.mach play.com |
| * slope | | | www.homeschoolmath |
| * solution of a | | | .net |
| system | | | mee |
| * standard form | | | www.mathblaster.com |
| of a polynomial | | | <u></u> |
| * system | | | www.freetech4teacher |
| *transformation | | | s.com |
| * translation | | | <u> </u> |
| * trinomial | | | www.coolmath.com |
| * turning point | | | |
| * variable | | | www.rubistar.com |
| * vertex of a | | | |
| parabola | | | www.pbs.org |
| * vertical | | | <u></u> |
| * vertical | | | |
| compression | | | |
| * vertical stretch | | | |
| * x-intercept | | | |
| * y-intercept | | | |
| * zero of a | | | |
| function | | | |
| - Idilection | | | |
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| April | Skills (What will the student be | Content/Activities/Readi ngs (What will we use to help the student learn | Formal assessment Options | Common Core Standards (How do | Resources |
|-------------------|----------------------------------|--|---------------------------|-------------------------------------|-------------------------|
| | able to do?) | the skill?) | (How will we | these skills | |
| | | | know if the | relate to the | |
| | | | skill has | Common | |
| | | | been | Core?) | |
| | | | mastered?) | | |
| <u>Vocabulary</u> | | | KTEAII | | Smartboard |
| For the Year: | <u>Arithmetic</u> | Simplify rational | | <u>Arithmetic</u> | |
| | <u>with</u> | expressions. | | <u>with</u> | |
| *axis of | <u>Polynomials</u> | | AIMSweb | <u>Polynomials</u> | Textbooks-Glenco, |
| symmetry | and Rational | Multiply and divide | | and Rational | Pacemaker, etc |
| *binomial | Expressions | rational expressions. | | <u>Expressions</u> | |
| *coefficient | | | ESY | | |
| *complex | | Add and subtract rational | | A.APR.7 | www.mathbits.com |
| conjugates | Reasoning | expressions. | | | |
| *complex | <u>with</u> | | Cornell Notes | Reasoning | |
| number | <u>Equations</u> | Simplify complex | | <u>with</u> | www.algebra1teachers.co |
| *conjugate | <u>and</u> | fractions. | | Equations and | m |
| *constant | <u>Inequalities</u> | | observation | <u>Inequalities</u> | |
| *constant | | Rewrite radical | | | |
| function | | expressions by using | | A.REI.2 | www.learner.org |
| *constant | Interpreting | rational | Checklists | | |
| term | Functions | exponents. | | | |
| *correlation | | | | | www.purplemath.com |
| *cubic | Real | Simplify and evaluate | Conferences | Real Number | |
| function | Number | radical expressions and | (student/tea | <u>System</u> | |
| *degree | System | expressions with rational | cher and/or | | www.ixl.com/math/algebr |
| *dependent | | exponents. | teacher/pare | N.RN.1 | a-1 |
| variable | | | nt) | N.RN.2 | |
| *determinant | | Graph radical functions. | , | | |
| *discriminant | | · | | | www.internet4classroom. |
| *domain | | | Reviews | Interpreting | com |
| *end behavior | | | | Functions | |
| *equation | | | | | |
| *evaluate | | | Weekly | | www.goorulearning.org |
| *expression | | | content | F.IF.7 | |
| *factor (n) | | | quizzes/tests | | |
| *factor (v) | | | | | www.hippocampus.org |
| *function | | | | | |
| *greatest | | | Games | | |
| common | | | | | www.math-play.com |
| factor | | | | | . , |
| *horizontal | | | Individual or | | |
| *imaginary | | | group | | www.homeschoolmath.ne |
| number | | | projects | | t |
| *independent | | | | | |

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|-----------------|-----|-------------|-------------------------|
| variable | | | |
| *inequality | Ex | kit slips | www.mathblaster.com |
| *integer | | | |
| *leading | | | |
| coefficient | Da | aily class | |
| *linear | wo | ork | |
| function | | | www.freetech4teachers.c |
| *matrix | | | om |
| *model | Ho | omework | |
| *monomial | | | www.coolmath.com |
| *multiplicity | | | |
| *nature of the | Mo | lonthly | www.rubistar.com |
| roots | | rogress | |
| * non-integer | | onitoring | www.pbs.org |
| * ordered pair | | | |
| * parabola | | | KTAEII |
| * parallel | Pro | rogress | |
| * parent | | eports | AIMSweb |
| function | | . | |
| * | | | |
| perpendicular | Re | eport cards | |
| * polynomial | | | |
| * quadratic | | | |
| formula | | | |
| * quadratic | | | |
| function | | | |
| * quartic | | | |
| function | | | |
| * quintic | | | |
| function | | | |
| * range | | | |
| * rate of | | | |
| change | | | |
| * rational | | | |
| number | | | |
| * real number | | | |
| * reflection | | | |
| * relation | | | |
| * relative | | | |
| maximum | | | |
| * relative | | | |
| minimum | | | |
| | | | |
| * root | | | |
| * simplify | | | |
| * slope | | | |
| * solution of a | | | |
| system | | | |
| * standard | | | |

| form of a | | | |
|---------------|--|--|--|
| polynomial | | | |
| * system | | | |
| *transformati | | | |
| on | | | |
| * translation | | | |
| * trinomial | | | |
| | | | |

| May | Skills (What will the student be able to do?) | Content/Activities/Rea dings (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|----------------------------------|--|--|--|--|----------------------------------|
| Vocabulary | | | KTEAII | | Smartboard |
| *axis of symmetry | Reasoning with | Graph radical functions. Solve radical equations. | AIMSweb | Reasoning with Equations and | Textbooks-Glenco, Pacemaker, etc |
| *binomial *coefficient | Equations and Inequalities | Understand and use | ESY | <u>Inequalities</u> | · |
| *complex conjugates | | trigonometric relationships | | A.REI.2 A.REI.2 | www.mathbits.com |
| *complex number *conjugate | Interpreting Functions | of acute angles in triangles. | Cornell Notes | | www.algebra1teachers.co |
| *constant *constant function | Trigonometric Functions | Determine the side lengths of right triangles by | observation | Similarity, Right Triangles, and | www.learner.org |
| *constant term | Similarity, | using trigonometric functions. | Checklists | Trigonometry | _ |
| *correlation *cubic function | Right Triangles, and Trigonometry | Draw angles in standard position. | Conferences (student/tea | G.SRT.6 G.SRT.8 | www.purplemath.com |
| *degree *dependent | | Determine values of | cher and/or | Interpreting | www.ixl.com/math/algebr a-1 |
| variable *determinant | | the trigonometric functions | teacher/pare nt) | Interpreting Functions | |
| *discriminant *domain | | for an angle in standard position. | Reviews | F.IF.7 | www.internet4classroom. |

| | | Т | 1 | T |
|----------------|-------------------------|---------------|----------------------|-------------------------|
| *end behavior | | | | |
| *equation | Convert angles | | | |
| *evaluate | measures between | Weekly | <u>Trigonometric</u> | www.goorulearning.org |
| *expression | degrees and | content | <u>Functions</u> | |
| *factor (n) | radians. | quizzes/tests | | |
| *factor (v) | | | F.TF.1 | www.hippocampus.org |
| *function | Find the values of | | F.TF.2 | |
| *greatest | trigonometric functions | Games | F.TF.5 | |
| common | on the | | F.TF.8 | www.math-play.com |
| factor | unit circle. | | | |
| *horizontal | | Individual or | | |
| *imaginary | Find the values of | group | | www.homeschoolmath.ne |
| number | trigonometric functions | projects | | t |
| *independent | on the | | | |
| variable | unit circle. | | | |
| *inequality | | Exit slips | | www.mathblaster.com |
| *integer | | | | |
| *leading | Prove trigonometric | | | |
| coefficient | identities. | Daily class | | |
| *linear | | work | | |
| function | Recognize and graph | | | www.freetech4teachers.c |
| *matrix | trigonometric | | | om |
| *model | functions. | Homework | | |
| *monomial | | | | www.coolmath.com |
| *multiplicity | | | | |
| *nature of the | | Monthly | | www.rubistar.com |
| roots | | progress | | |
| * non-integer | | monitoring | | www.pbs.org |
| * ordered pair | | | | |
| * parabola | | | | KTAEII |
| * parallel | | Progress | | |
| * parent | | reports | | AIMSweb |
| function | | | | |
| * | | | | |
| perpendicular | | Report cards | | |
| * polynomial | | | | |
| * quadratic | | | | |
| formula | | | | |
| * quadratic | | | | |
| function | | | | |
| * quartic | | | | |
| function | | | | |
| * quintic | | | | |
| function | | | | |
| * range | | | | |
| * rate of | | | | |
| change | | | | |
| * rational | | | | |
| Tational | | | 1 |] |

| number | | | |
|-----------------|--|--|--|
| * real number | | | |
| * reflection | | | |
| * relation | | | |
| * relative | | | |
| maximum | | | |
| * relative | | | |
| minimum | | | |
| * root | | | |
| * simplify | | | |
| * slope | | | |
| * solution of a | | | |
| system | | | |
| * standard | | | |
| form of a | | | |
| polynomial | | | |
| * system | | | |
| *transformati | | | |
| on | | | |
| * translation | | | |
| * trinomial | | | |
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| June | Skills (What will the student be able to do?) | Content/Activities/Readi ngs (What will we use to help the student learn the skill?) | Formal assessment Options (How will we know if the skill has been mastered?) | Common Core Standards (How do these skills relate to the Common Core?) | Resources |
|----------------|---|---|--|--|-------------------|
| Vocabulary For | | | KTEAII | | Smartboard |
| the Year: | <u>Statistics</u> | Summarize, represent, | | | |
| | <u>and</u> | and interpret data. | | <u>Statistics</u> | |
| *axis of | <u>Probability</u> | | AIMSweb | <u>and</u> | Textbooks-Glenco, |
| symmetry | | Make inferences and | | <u>Probabilit</u> | Pacemaker, etc |
| *binomial | | justify conclusions from | | Y | |
| *coefficient | | sample surveys and | ESY | | |
| *complex | | experiments. | | S.ID.1 | www.mathbits.com |

| conjugates | | S.ID.2 | |
|-----------------|------------------|--------|---------------------------|
| *complex | Cornell Notes | S.ID.3 | |
| number | | S.ID.4 | www.algebra1teachers.com |
| *conjugate | | S.ID.5 | |
| *constant | observation | S.ID.6 | |
| *constant | | | www.learner.org |
| function | | | |
| *constant term | Checklists | | |
| *correlation | | | www.purplemath.com |
| *cubic function | | | |
| *degree | Conferences | | |
| *dependent | (student/teache | | www.ixl.com/math/algebra- |
| variable | r and/or | | 1 |
| *determinant | teacher/parent) | | |
| *discriminant | | | |
| *domain | | | www.internet4classroom.co |
| *end behavior | Reviews | | m |
| *equation | | | |
| *evaluate | | | |
| *expression | Weekly content | | www.goorulearning.org |
| *factor (n) | quizzes/tests | | 0.1.1.1 |
| *factor (v) | η | | |
| *function | | | www.hippocampus.org |
| *greatest | Games | | |
| common factor | - | | |
| *horizontal | | | www.math-play.com |
| *imaginary | Individual or | | |
| number | group projects | | |
| *independent | 8. cab b. clears | | www.homeschoolmath.net |
| variable | | | WWW.meseneemineeminee |
| *inequality | Exit slips | | |
| *integer | _/ opo | | www.mathblaster.com |
| *leading | | | www.matholaster.com |
| coefficient | Daily class work | | |
| *linear | Daily class Work | | |
| function | | | |
| *matrix | Homework | | www.freetech4teachers.co |
| *model | Homework | | m |
| *monomial | | | |
| *multiplicity | Monthly | | www.coolmath.com |
| *nature of the | progress | | www.coomacn.com |
| roots | monitoring | | www.rubistar.com |
| * non-integer | monitoring | | vv vv vv.i abistai.com |
| * ordered pair | | | www.pbs.org |
| * parabola | Progress | | www.pus.urg |
| * parabola | Progress | | KTAEII |
| * paranel | reports | | KIAEII |
| function | | | AIMSweb |
| TUTICUOIT | | | VIIAIDMED |

| * | | Report cards | |
|-----------------|--|--------------|--|
| perpendicular | | | |
| * polynomial | | | |
| * quadratic | | | |
| formula | | | |
| * quadratic | | | |
| function | | | |
| * quartic | | | |
| function | | | |
| * quintic | | | |
| function | | | |
| * range | | | |
| * rate of | | | |
| change | | | |
| * rational | | | |
| number | | | |
| * real number | | | |
| * reflection | | | |
| * relation | | | |
| * relative | | | |
| maximum | | | |
| * relative | | | |
| minimum | | | |
| * root | | | |
| * simplify | | | |
| * slope | | | |
| * solution of a | | | |
| system | | | |
| * standard | | | |
| form of a | | | |
| polynomial | | | |
| * system | | | |
| *transformatio | | | |
| n | | | |
| * translation | | | |
| * trinomial | | | |
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ILLINOIS STATE BOARD OF EDUCATION Special Education & Support Services 100 North First Street, E-228 Springfield, Illinois 62777-0001

Section 226.10 Purpose

CHARTER SCHOOL INITIAL APPLICATION FOR SPECIAL EDUCATION SERVICES

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f SUBPART A: GENERAL

Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education

| shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 III. Reg. 9915, effective June 28, 2007). | ated services. (Source: Amended at 31 III. Reg | editions of the State Doars of Education, the requirements of IDEA, its impensioning regulations, and this rate cial education and related services. (Source: Amended at 31 III. Reg. 9915, effective June 28, 2007). |
|---|--|--|
| Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a) | 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services. | provision of special education services. |
| CHARTER SCHOOL NAME | DISTRICT NAME AND NUMBER | |
| UCAN Tech | | |
| ADDRESS (Street, City, State, Zip Code) | TELEPHONE (Include Area Code) | FAX (Include Area Code) |
| | (773)722-3097 | |
| | DATE OF APPLICATION SUBMISSION | - spoot and agreement |
| | | |
| GRADES TO BE SERVED | TOTAL NUMBER OF STUDENTS TO BE SERVED | 0 |
| 9th through 12th | 130 | |
| CONTACT NAME | CONTACT TELEPHONE (Include Area Code) | CONTACT E-MAIL |
| Cherilyn Thomas | (773)722-3097 x 46202 | Cherilyn.thomas@ucanchicago.org |
| ISBE USE ON! Y: | | · · |

Instructions for required corrections AND clarification: 372

Date_

Review #

Page 1 of 20

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

| | | - And Andrews | |
|--|---|---|--------------------|
| ISBE REQUIREMENTS | PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | FOR ISBE USE ONLY |
| Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, | UCAN Tech enrollment forms will clearly note our anti-discrimination policy. | | Approved See below |
| that the school will provide a continuum of services to address the student's special education needs. (34 CFR 300.209(a)) (105 ILCS 5/27A – 4(a)) | | |] |
| (23 IAC 226.60) | | | |
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| | | | |
| | | | |
| | | | |
| | | | |
| 373 | | | |
| ISBE 34-50A (10/12) | | | Page 2 of 20 |

II. CHILD FIND

CHARTER SCHOOL NAME

| ISBE REQUIREMENTS | PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | FOR ISBE USE ONLY |
|--|---|--|--------------------|
| Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to | UCAN Tech is a High School, Child Find is not applicable for this program. | | Approved See below |
| ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3)) | | | |
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| | | | |
| 374 | | | |
| ISBE 34-50A (10/12) | | | Page 3 of 20 |

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

| a) Referral system – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.303) (34 CFR 300.304) | STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION UCAN Tech will adhere to the following Referral procedure: 1. A referral for evaluation can be made by the parents/guardian or UCAN Tech. | AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES Principal, Parent, Teacher, Social Worker, Data Coordinator | FOR ISBE USE ONLY Approved See below |
|--|--|--|--------------------------------------|
| (34 CFR 300.306) (23 IAC 226.110) | 2. UCAN Tech will decide whether to evaluate a student 14 days after the date of referral. If evaluation is deemed necessary, UCAN Tech will provide parents/guardians with consent documentation to begin evaluation. If a evaluation is not necessary, UCAN Tech will respond to parent/guardian in writing. 3. After consent is signed, UCAN Tech will have no | | |
| | 4. By the end of the 60th day, UCAN Tech will meet with parents/guardians to determine eligibility. Once this is determined, UCAN Tech will meet with the parent to create the student's IEP. | | |
| | 5. Parents must sign consent for placement before SPEd services can begin. | | |
| | 6. UCAN will conduct a Reevaluation 3 years after the initial evaluation. | | |
| | | | |
| 375 | | | |
| ISBE 34-50A (10/12) | | | Page 4 of 20 |

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | | | Page 5 of 20 |
|---|--|--|-----|---------------------|
| TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | School Social Worker, Teacher, Parent, Student | | | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | Once a request for Evaluation is made, UCAN Tech will have 14 school days to decide to proceed with an evaluation. UCAN Tech will use a variety of assessments, tools and strategies to conduct the evaluation. If conducting an initial evaluation, UCAN Tech will test the student in all areas of the suspected disability. | UCAN Tech will assess students, in their native language, in the following areas: 1. Academic performance 2. Health 3. Vision 4. Hearing 5. Social/Emotional 6. Communication 7. General intelligence 8. Functional Performance 9. Motor Abilities 10. Other areas if needed. | | |
| ISBE REQUIREMENTS | b) Evaluation – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B)) | | 376 | ISBE 34-50A (10/12) |

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | Page 6 of 20 |
|--|---|---------------------|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | Social Worker, Principal, Intake Coordinator and Teacher | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | UCAN Tech will employ the following timelines: 1. Initial Evaluation- 60 school days of receiving written consent 2. Yearly reviews will be one year after current IEP's completion date. 3. Tri-Annual reevaluations will take place three years after initial evaluation 4. All Notices and Consents will be sent to parent/guardian a minimum of 10 days prior to any meeting 5. Student progress toward IEP goals will be given each quarter along with their report card. Detailed descriptions of the student's goals will be shared with all necessary stakeholders | 7 |
| ISBE REQUIREMENTS | c) Timelines – describe how timelines are or will be met for: c. 1 initial evaluation; c. 2 yearly review or c. 3 development of IEPs; c. 4 tri-annual reevaluations; c. 5 sending required Notice and Consent forms to parents; and c. 6 progress reported on IEP annual goals. (34 CFR 300.301(c)(1)(i-ii)) (34 CFR 300.304(a)) (34 CFR 300.322(a)) (34 CFR 300.322(a)) (34 CFR 300.322(a)) (34 CFR 300.322(a)) (35 CFR 300.324(b)(1)(d)) (36 CFR 300.503) (27 CFR 300.503) | ISBE 34-50A (10/12) |

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

| ISBE REQUIREMENTS | PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | FOR ISBE USE ONLY |
|---|---|--|--------------------|
| Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.324(c)(8)) | UCAN Tech will make every effort to ensure parental involvement in their child's education. UCAN Tech will attempt a minimum of three times to invite/coordinate the IEP meeting with the parents schedule. | Principal, Intake Coordinator, Social Worker | Approved See below |
| (23 IAC 226.530) | Prior written notice (a minimum of 10 days) will be given in the event there are any changes to the identification, evaluation and educational placement of a student. A detailed description of proposed changes and a description of the evaluation measure used as the basis of the change. | | |
| | UCAN Tech will provide the parents/guardians the with the following, if appropriate: | | |
| | Parent/Guardian Notification of Decision Regarding a request for and evaluation | | |
| | Parent/Guardian Consent for Initial Evaluation | | |
| | Parent/Guardian Consent for Evaluation | | |
| | Parent Consent for Reevaluation | | |
| | Parent/Guardian Notification of Conference | | |
| | Parent/Guardian Notification of Conference Recommendations | | |
| | Parent/Guardian Consent for Initial Provision of Special Education and Related Services | | |
| | Parent/Guardian Notification of Individualized Education Program Amendment | | |
| 378 | Parent/Guardian Excusal of an Individual Education Program Team Member | | |
| | Parent/Guardian and Student Notification of Transfer of Rights Due to Age Majority | | |
| ISBE 34-50A (10/12) | a service and a | Access The Control of | Page 7 of 20 |

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | | | · | | | · | Page 8 of 20 |
|--|--|--|---------------------------|---|---|---|-----|---------------------|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | Principal, Teachers, SPED teacher, parent, student, social work | | | | | | | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | UCAN Tech will not make any decisions regarding placement until after the IEP goals are developed. Placement decision, at UCAN Tech, will be based solely on student needs. Student needs include but are not limited: assistive technology, positive behavior strategies, preferential seating, study breaks, modified assignments, etc. UCAN Tech will make ever effort possible to provide enough additional supports in the general education so that students can access the general education. | The first placement considered will the general education. Student receives instruction with supplementary aids and services in the general education. | Additional considerations | Resource Room Student receives specially designed instruction through a special education class for less half of the day | Self-contained Room - the student is included, with support for parts of general education classes when appropriate | Full removal from general education considerations Separate Day- Residential Program Home/Hospital Program | | |
| ISBE REQUIREMENTS | Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined. (34 CFR 300.116(b)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6)) | | | | | | 379 | ISBE 34-50A (10/12) |

CHARTER SCHOOL NAME

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|--|--|--|--|
| ISBE REQUIREMENTS | PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | FOR ISBE USE ONLY |
| a) Services – describe how all services and resources required by a student's IEP will be provided, including but not limited to accommodations. LRE setting. | UCAN Tech will provide special education and related services deemed necessary in the student's IEP. | Principal, Social Worker, Intake Coordinator, SPED teacher, teacher, nurse, OT, SLP | Approved See below |
| and related services; Provide assurances that in compliance | Modifications/Accommodations will be provided by the teacher in order for student to successfully access the general education | | |
| with state and tederal law, (f) the charter school will not discriminate based upon a child's need for special education services; and (ii) any | Social Work minutes will be provided by a licensed social worker to improve social emotional functioning and/or independent functioning | | |
| decision made that a child will not be educated at the Charter School because of the need for special | Nursing services will be provided by UCAN Tech's full time nurse. | | |
| education and related services <u>will</u> <u>only be made after the IEP team's</u> <u>consideration of the educational</u> | Occupational Therapy, Speech services will be provided to students in need during the school day. | | |
| environment options (faking into consideration all available educational resources such as accommodations AND related services) and the IEP team's determination that the Charter School's educational program and | UCAN believes that all students have the right to a quality education. UCAN currently operates a therapeutic day school, UCAN Academy. We understand the importance of providing options for all students as they complete their path towards actuithood and post-secondary options. UCAN will | | |
| services do not meet the child's individual needs. (34 CFR 300.116(a)(1)) (34 CFR 300.116(b)(1)) (34 CFR 300.320(a)(1)(i)) | not make any placement/enrollment decisions base on category of disability, severity of disability, configuration of delivery system, availability of educational or related services, availability of space or convenience | | |
| (34 CFR 300.320(a)(4)) (34 CFR 300.320(a)(7)) (34 CFR 300.321(a)) (34 CFR 300.322(c-d)) (34 CFR 300.324(a)(1)(ii)) (34 CFR 300.324(a)(2)) | | | |
| (23 IAC 226.210) (23 IAC 226.220(c)) | | | |
| 380 | | | |
| ISBE 34-50A (10/12) | | | Page 9 of 20 |

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | | | Page 10 of 20 |
|--|---|---|-----|---------------------|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | School social worker, teacher and parents | | | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | UCAN Tech will conduct a FBA to improve understanding of problematic behavior to identify skills need to be taught and to develop a behavior plan. FBA includes observations, data collection and interviews. FBA will be used to determine the function of the child's behavior. UCAN Tech's FBA will include an objective description of the behavior, paying special attention to antecedents, consequences, frequency, intensity and duration of maladaptive behaviors. | Once the function is determined (sensory stimulation, work avoidance, attention seeking, etc) an effective behavior plan can be developed. | | |
| ISBE REQUIREMENTS | b) Functional Assessments of Behavior - describe this provision; (34 CFR 300.324(a)(2)(j)) (34 CFR 300.530(d-f)) (23 IAC 226.75) | | 381 | ISBE 34-50A (10/12) |

CHARTER SCHOOL NAME

| ISBE REQUIREMENTS | PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | FOR ISBE USE ONLY |
|---|--|--|-------------------|
| c) Behavior Intervention Plans – describe how these will be | UCAN's IEP team will use FBA to develop an effective behavior intervention plan. | Social Worker, Sped Teacher, Teacher, Parent, Student | Approved |
| (34 CFR 300.530(d-f)) (23 IAC 226.750(a)) | The BIP will identify replacement behaviors, adjustments to the student's schedule/day that contribute to their behaviors and teach missing skills that will increase the chances of appropriate behaviors. | | See below |
| | The BIP will include a summary of the FBA and function of the behaviors. Student strengths and replacement behaviors will be outlined. The replacement behavior section will include who will teach the new behaviors and how it will be taught. The length of time needed to teach the behaviors and how will it be appropriately reinforced. Lastly, the BIP will include any additional supports that must exist for student success. | | |
| | UCAN Tech will not use BIP to outline consequences for maladaptive behaviors, instead, it will outline the roles/responsibilities of the adult stakeholders to support student success | | |
| | | | |
| 382 | | | |
| ISBE 34-50A (10/12) | | | Page 11 of 20 |

CHARTER SCHOOL NAME

| | PROPOSED STEPS FOR IMPLEMENTATION | TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO | |
|---|--|--|--------------------|
| ISBE REQUIREMENTS | OF SERVICES ACCORDING TO REQUIRED INFORMATION | WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | FOR ISBE USE ONLY |
| d) Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.532(b-e)) (34 CFR 300.532(b-e)) | UCAN Tech will use out of school suspension sparingly for all of our students. UCAN Tech's Progressive Discipline model is a tiered discipline model that provides more time to address maladaptive student behaviors. | Principal, Behavior Intervention Specialists, Social Worker | Approved See below |
| | UCAN Tech will utilize a Progressive Discipline Model. This comprehensive behavior management tools will be instrumental in helping our school maintain a therapeutic and supportive environment for our students. The intervention strategies are structured from the least restrictive to the most | | |
| | restrictive. They include: 1. Managing the Environment which entails being aware of and using the environment to prevent and de-escalate crises in a non-aversive and unobtrusive | | |
| | manner. 2. Prompting which signals to the young person to either begin a desired behavior or to stop an inappropriate action. 3. Caring Gesture is utilized to help the young | | |
| | person calm themselves and to help them regulate their emotions. 4. Hurdle Help is utilized to assist the young person with a difficult task at hand and limiting the risk of | | |
| | roadblocks. 5. Redirections and Distractions is utilized to divert or redirect a young person's energy and attention to a substitute activity which would hopefully de-escalate the situation and help the young person | | |
| | maintain control. 6. Proximity is a method used to calm a young person and to keep them on task. The nearness of a supportive adult is helpful in calming a young | | |
| 383 | person. 7. Directive Statements are used when a young person's ability to make rational decisions are decreased due to a stressful situation , at this point it is necessary to give a young person clear guidance. | | |
| | The UCAN Tech Progressive Discipline Model reflects our commitment to a safe and supportive | | |
| SBE 34-50A (10/12) | | | Page 12 of 20 |

CHARTER SCHOOL NAME

| e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.600(d)(2)) | STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION UCAN will implement a number of philosophical and programmatic changes to enhance student career and vocational education and planning. These include: identifying each student's goals through career interest inventories, formation of cohort groups based on career goals, refining goals through exposure outings, hands-on, in-house career education helps students gain experience in a safe, familiar environment, completing appliance of a safe, familiar environment, completing appliance of the statement of the | AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES Post-secondary counselor, Social Worker, parent and student | FOR ISBE USE ONLY Approved See below |
|---|--|--|--------------------------------------|
| | Throughout this process care is taken to empower each student to develop a career path that realistically matches his/her abilities and interests. Each student completes a Career Interest Inventory with the Post-Secondary counselor to begin to identify the unique career path he/she desires to follow. Helping students to recognize their interests and abilities, and how to capitalize on them, is crucial. A key component to successful post-secondary planning is respecting the student goals, desires, and dreams for their future. As education professions, we are aware that high school students often, initially, identify career paths that require education and training that they are not willing to commit to completing. Care is taken never to discourage a student from following a dream. Conversely, students are given a forum and opportunities to gain real-world information needed to refine their own career coals. | | |
| 384 | UCAN Tech students are divided into Cohort Groups based on a Technology pathway. Pairing students, who share the same dreams, is powerful. Each student learns that there are others in our school community that harbor the same secret and dreams, needed for a better life, in the future. This knowledge creates an opportunity for students to | | |

CHARTER SCHOOL NAME

| WHO FOR ISBE USE ONLY | dent) Approved [See below | | | | | | | Page 14 of 20 |
|---|---|--|---|--|--|--|-----|---------------------|
| TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | IEP Team (Principal, Teachers, Sped teacher, social worker, intake coordinator, parent/student) | | | | | | | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | UCAN Tech will provide transportation for all students with disabilities as a related service if his/her unique needs make it difficult to access regular transportation services. Transportation supports are a related services and will be provided at no additional cost for families. As such, transportation services will be reviewed annually at the IEP meeting to determine continued need. | Transportation support includes but is not limited to: 1. Bus fare for public transportation 2. School busing services | If students is transported to school on a school bus, then the arrival and departure times shall ensure a full instructional day. Every effort will be made to limit a child's travel time to not more than one hour each way to and from school. | | | | | |
| ISBE REQUIREMENTS | f) Transportation – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b)) | | | | | | 385 | ISBE 34-50A (10/12) |

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | | | | · | | Page 15 of 20 |
|--|---|--|--|--|-----|---|--|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | Principal, Social Worker, Teacher, Sped Teacher and Data Coordinator. | | | | | | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | ESY will include special education and related services to students with a disability. ESY is beyond the normal school year and will be in accordance with student's IEP and will be provided at no cost for the parents/guardians. ESY services, if appropriate, will be provided during UCAN Tech's regular summer program. | ESY services will be provided based on students current level of progress. Specifically, pre and post data to determine level or retention/regression during a scheduled break in instruction and IEP progress monitoring data will determine need and eligibility of ESY. | | | | | The state of the s |
| ISBE REQUIREMENTS | g) Extended School Year – describe how extended school year services will be provided. (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii)) | | | | 386 | 6 | ISBE 34-50A (10/12) |

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

| ISBE REQUIREMENTS | PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | FOR ISBE USE ONLY |
|--|--|--|--------------------|
| a) ISAT/PSAE/IAA Determination – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2)) | Students must participate in in state assessment either through regular state assessment without accommodations, state assessment with accommodations or an alternative assessment | Social Worker, Teacher, Parent, Student, SPED teacher | Approved See below |
| | Alternative assessment will be conducted for students with significant cognitive disabilities, well below average intellectual functioning and deficits in adaptive functioning. Other participation criteria in alternative assessment include: | | |
| | 1)Whether student's instruction is linked to grade level content but narrowed in scope and complexity 2. When compared to other disabled peers, student required more frequent and intensive instruction in order to successfully apply and transfer skills across setting. | | |
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| 387 | | | |
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| ISBE 34-50A (10/12) | and plant to the control of the cont | AL MONTH IN THE PARTY IN THE PA | Page 16 of 20 |

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | Page 17 of 20 |
|--|--|---------------------------|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | Principal and Data Coordinator | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | UCAN Tech will provide all accommodations for students with disabilities. UCAN Tech will apply for accommodations for every district and/or statewide assessment. UCAN Tech will use student's IEP as proof of required accommodations. UCAN Tech will share the assessment calendar with parents/guardians for transparency in the assessment process. | |
| ISBE REQUIREMENTS | b) ISAT/PSAE accommodations – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6)) | 888 SEE 34-50A (10/12) |

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | | Page 18 of 20 |
|--|---|-----|---------------------|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | Principal, Intake Coordinator, Data Coordinator | | |
| PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | UCAN Tech will maintain records for al students. The student file will include 1. Identifying information a. Student face sheet with optional, basic demographic data 2. Most current IEP and Tri-annual Evaluation 3. Academic records and transcripts 4. Evaluation documentation/outcomes 5. Emergency contact form 6. Medical documentation. 7. Related services 8. Discipline records 9. Attendance 10. Correspondence and consents 9. Attendance 10. Correspondence and consents 11. have the right to inspect records 12. have the right to have representative inspect 13. have the right to ask for copies 14. Leave the right to ask for copies 16. Leave the right to ask for copies 17. Leave the right to ask for copies 18. Leave the right to ask for copies 19. Leave the right to ask for copies 10. Correspondence and transcents. | | |
| ISBE REQUIREMENTS | Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740) | 389 | ISBE 34-50A (10/12) |

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Approved See below | | Page 19 of 20 |
|--|--|-----|---------------------|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | Human Resources specialist | | |
| STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | All UCAN Tech staff will have a fingerprint-basked background through the Illinois State Police and Federal Bureau of Investigations. UCAN's Human Resources department will schedule the background check during the hiring process. The HR department is also responsible for checking the Illinois Sex Offender Registry and the Violent Offender Against Youth Registry prior to an official offer letter is drafted to the candidate. HR will also validate the teaching/school personnel candidate's licensure to determine ability to teach in Illinois. | | |
| ISBE REQUIREMENTS | Describe how the charter school will perform background checks as well as credential by verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18) | 390 | 100E 24 50A (40(42) |

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

| FOR ISBE USE ONLY | Rpproved See below | | | | Page 20 of 20 |
|--|---|--|--|-----|---------------------|
| AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES | Intake coordinator and Data coordinator | | | | |
| STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION | Intake and at UCAN da FAPE lave no en class. | | | | |
| ISBE REQUIREMENTS | Describe how the charter school will determine class size to remain in compliance swith federal and state requirements. | | | 391 | ISBE 34-50A (10/12) |

| UCAN TECH Sample Teacher Schedule Ms. C. Thomas -History | | | | |
|---|----------|----------|---|--|
| Morning Announcements | 8:00 AM | 8:25 AM | Multi-Purpose Room | |
| Period | Start | End | | |
| 1 | 8:30 AM | 9:13 AM | World Studies sec1 (RM 2) | |
| 2 | 9:17 AM | 10:00 AM | World Studies sec2 (RM 2) | |
| 3 | 10:04 AM | 10:47 AM | World Studies sec3 (RM2) | |
| 4 | 10:51 AM | 11:34 AM | Diagring Davied | |
| Lunch | 11:34 AM | 12:04 PM | Planning Period | |
| 6 | 12:00 AM | 12:43 AM | U.S. History Sec1 (Rm 2) | |
| 7 | 12:47 AM | 1:30 AM | U.S. History Sec2 (Rm 2) | |
| 8 | 1:34 AM | 2:17 AM | U.S. History Sec3 (Rm 2) | |
| 9 | 2:21 AM | 3:04 AM | U.S History/Essential Learning Credit Recov. 1st Semester Computer Lab | |
| 10 | 3:08 AM | 3:51 AM | U.S. History/Essential Learning Credit Recov. 2nd Semester Computer Lab | |

| UCAN TECH Sample Student Schedule C. Thomas - 9th Grade | | | | | |
|--|----------|----------|--|--|--|
| Period | Start | End | | | |
| 1 | 8:30 AM | 9:13 AM | World Studies sec1 (RM 2) | | |
| 2 | 9:17 AM | 10:00 AM | English 1 (Rm 4) | | |
| 3 | 10:04 AM | 10:47 AM | Algebra (Rm 5) | | |
| 4 | 10:51 AM | 11:34 AM | Earth Space Science (Rm1) | | |
| Lunch | 11:34 AM | 12:04 PM | Cafeteria | | |
| 6 | 12:00 AM | 12:43 AM | | | |
| 7 | 12:47 AM | 1:30 AM | Dathwaya II: Computer Support | | |
| 8 | 1:34 AM | 2:17 AM | Pathways II: Computer Support Computer Lab 1 | | |
| 9 | 2:21 AM | 3:04 AM | Computer Lab 1 | | |
| 10 | 3:08 AM | 3:51 AM |] | | |

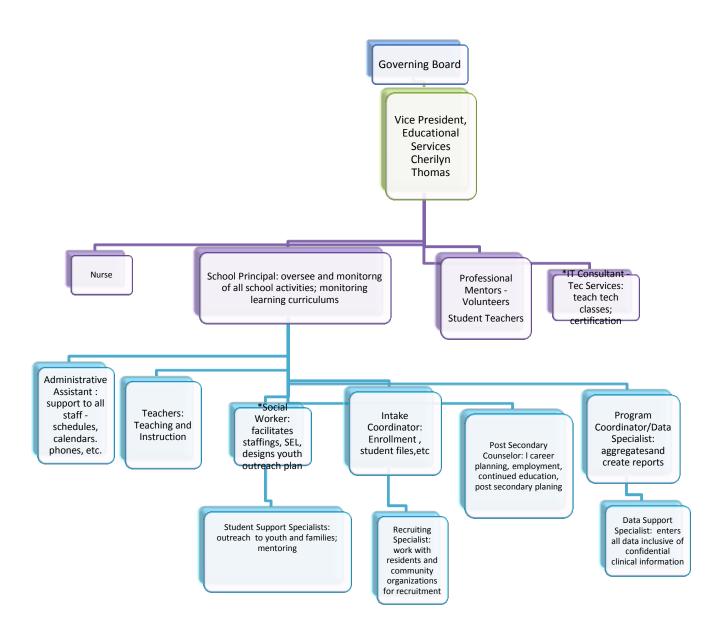
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ISBE Personnel use only:
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Youth who have suffered trauma can become our future leaders.

UCAN Tech Organization Chart



^{*}Responsible specifically for Post-Secondary activity with youth



Human Resources Job Description

Position Title: Program Vice President

Department: Educational Services

Reports To: Executive Vice President

Directly Supervises: Principal

Dean of Students Clinical Director

Administrative Supervisor

Educational Liaison and Program Coordinator

Position Summary:

As part of Senior Leadership, strategically develops, manages and evaluates multiple program services and staff to ensure that best practice standards are met in order to deliver services to clients that are quality, clinically appropriate, and culturally proficient.

Essential Functions and Responsibilities:

Financial Management

- Manages program financial performance and budget, including revenue and expenses, in order to meet financial goals of the program(s) and the agency.
- Works to diversify referral and funding sources whenever possible.
- Sets the annual budget for the program(s) in conjunction with the Finance Department.

Strategic Planning and Program Development

- Identifies areas of improvement, develops and implements new programs and services to meet service needs.
- Identifies, understands, and plans for changing trends in service populations, service needs and funding sources.
- Participates in creating and implementing the Agency Strategic Plan.
- Involves staff and managers in the implementation of strategic plan objectives that impact and is applicable to the program.
- Considers any cultural factors that may impact how program services are developed, delivered, funded and evaluated and is proficient in addressing those factors.

Managing Accountability and Compliance

• Ensures that the program(s) meets all applicable regulatory standards, including but not limited to: COA standards, IDCFS licensing regulations, IDCFS policy and procedure,

- CPS regulations, and Medicaid procedures, and creates systems to maintain and monitor such.
- Strategizes with Director of Quality Management and other management staff, on program evaluation and methods for CQI measures regarding file quality, client outcomes, staff development, supervision, client services and other issues related to program quality.
- Leads program and staff in accountability, quality and compliance through example and modeling behavior.
- Manages the intake processes and monitors program levels of service in order to maintain quality of service, appropriate client/staff ratios and caseloads and levels of supervision.
- Interprets regulatory standards/rules/laws, makes revision of program policies and procedures for program compliance and communicates information to staff for implementation.
- Ensures compliance with UCAN Continuous Quality Improvement initiatives and corrective plans.

Developing and Supervising Employees

- Manages Human Resources procedures, including: recruits, interviews and hires staff
 to meet the needs of program staffing; ensures appropriate job scheduling, assignment
 and training; recommends and approves salaries, promotions, demotions and
 terminations; coaches, counsels and disciplines staff for maximum performance.
- Identifies and coaches program staff for job enrichment or potential advancement.
- Provides direction, support and guidance to direct reports, as well as to the program staff as a whole.
- Delegates appropriate tasks and responsibilities to staff based on individual skill level and work loads.
- Recognizes and rewards individual and departmental performance.
- Sets and evaluates clear and collaborative individual performance goals for direct reports.
- Provides guidance and feedback to supervisory staff in their supervision of direct reports.
- Leads program staff through critical processes and decisions, such as cultural proficiency in program services and in crisis management of cases.

External Networking/Advocacy/Marketing

- Maintains relationships and communication with appropriate external constituencies
- Represents UCAN in public and private forums and committees that pertain to children and families in Illinois.
- Behaves with integrity and supports high ethical standards when representing UCAN.
- Markets program services to current and potential referral sources in order to maintain and increase program levels.
- Outreaches to a wide range of communities to develop and maintain relationships with a diverse group of communities and professional groups.
- Makes connections with public officials and engages in agency Advocacy efforts.

Network Advantage

- Contributes to the overall success and leadership of UCAN by maintaining strong working relationships with other senior staff and by integrating the programs with the UCAN philosophy, goals and mission.
- Supports and reinforces the "Network Advantage" with program staff in order to provide smooth transitions for clients and the sharing of resources for staff.
- Actively participates and contributes to the Strategic Leadership Team and the Continuum of Care SLT.
- Creates and supports opportunities for staff to utilize and experience other parts of the Network.
- Builds strong interpersonal relationships with teams and among team members
- Communicates UCAN and program plans/goals while asking for employee input and ideas.

Diversity and Cultural Proficiency

- Is open to being an active learner, participating in discussions with others, trying new approaches and ideas, and being self-aware and self-reflective for continual personal, professional and leadership growth.
- Strategically plans for department/program that thoroughly examines and inclusively incorporates diversity.
- Actively meets client needs by developing, supporting and leading program services which address diversity and cultural issues that impact clients.
- Actively promotes staff development by initiating and encouraging communication with employees about issues of diversity and discrimination.
- Completes assigned tasks in UCAN Diversity Goals and supports activities of UCAN Diversity Committee.

Professionalism and Work Conduct:

- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of UCAN
- Acts in a professional manner at all times and maintains appropriate boundaries with clients and staff
- Demonstrates accountability for results and keeps commitments to others
- Reports to work, meetings, training, and job related activities prepared and as scheduled
- Demonstrates openness and respect for cultural and socioeconomic characteristics of clients and coworkers
- Understands and supports UCAN's standard of cultural proficiency and strives to meet it
- Accepts feedback and ideas from others and is constructive when giving feedback
- Discusses alternative problem solving and is open to new ideas and ways of doing things

Program Specific Requirements

• Effectively relates to and intervenes with children with behavioral and emotional difficulties

Education/Job Experience/Certification:

- Master's Degree in Special Education
- Type 75 Certification required
- 7-10 years of related work experience required
- 7-10 years of previous supervisory experience required
- 5 plus years of senior management experience in related field preferred
- For internal promotion: Must have performance rating of Leading or Impacting in most recent annual performance evaluation

Position Status: Exempt

Salary Grade: N

Date Revised January 2014



Human Resources Job Description

Position Title: Principal

Department: UCAN Tech

Reports to: Vice President of Educational Services

<u>Direct reports:</u> Teachers

Behavior Intervention Staff

Position Summary

The Principal assesses, develops and monitors educational programming to meet the developmental and academic needs of the students. The Principal supervises and facilitates day-to-day operations of the program and assumes the responsibility for the implementation of the Behavior Management Plan and System.

Essential Functions and Responsibilities:

Program Administration and Planning

- Plans, implements and evaluates programming that will increase the efficiency of the program and improve the delivery of services to students.
- Develops and researches Common Core aligned curriculum.
- Uses student achievement data to strengthen instruction, behavior management and overall school program.
- Uses clinical and population specific knowledge to develop and plan appropriate services and programming for clients
- Accurately completes all reports and documentation required by CPS and other contracting and regulatory bodies.
- Ensures all documentation is completed and submitted as required.
- Ensures that Crisis Management protocols for the department are followed.
- Manages departmental budget by following Finance Dept. procedures in approving petty cash, payments, check requests, mileage and expense reimbursements and other program expenses.
- Manages employee job performance by following HR procedures and documentation requirements for: hiring; job scheduling and assignment; disciplinary actions; recommendations for salaries, raises, promotions, demotions and terminations.
- Makes decisions on program plans and approves detailed plans submitted by staff.
- Oversees the design and implementation of school behavioral system; monitor implementation for fairness, consistency and compliance with CPS Discipline Code and UA/UHS policies and procedures.
- Responsible for the administration of standardized tests to students to determine performance level of child.

Identifying and Addressing Program and Student Needs

- Provides consultation and direction for student interventions and problem resolution.
- Guides all school employees to base interventions on clinically appropriate, best practice, and ethical considerations.
- Guides and directs employees during crises to minimize trauma for the student and to support the employee's efforts.
- Uses the Mental Health and/or educational diagnoses of students to assist employees with appropriate interventions.
- Considers any cultural factors that may be impacting the student or the appropriateness of services, and proficiently addresses them to provide needed services.

Developing and Leading Employees

- Orients and trains new employees according to program and department guidelines to ensure all new employees are ready and able to perform as necessary.
- Sets and evaluates clear and collaborative individual performance goals for direct reports.
- Encourages school employee development by supporting training, assigning challenging work, and delegating tasks when appropriate.
- Coaches and mentors direct reports around employee interests and career goals.
- Provides critical feedback to school employees around areas of development for increased performance.
- Assumes responsibility for staff development through continuous research of latest trends in education.
- Recognizes and rewards school employee performance, initiative and decision-making (rapid rewards, employee of the month, etc.)
- Completes meaningful Annual Performance Reviews for all direct reports and submits on time
- Supervises and provides leadership to school program staff in order to achieve maximum utilization of personnel.

Accountability and Compliance

- Follows all applicable regulatory standards, including but not limited to: COA standards, IDCFS policy and procedure, CPS regulations, and Medicaid procedures.
- Strategizes with Quality Improvement and other management staff, on program evaluation and methods for CQI measures regarding file quality, client outcomes, staff development, supervision, client services and other issues related to program quality.
- Leads program in accountability, quality and compliance through example and modeling behavior.
- Ensures compliance with UCAN CQI initiatives and corrective plans.
- Implements policy, practice and procedural changes to better serve students and to comply with regulations.

Team Building and Agency Networking

- Collaborates with other Academy & High School Administrators in the development of plans, policies, and programs to ensure the children in the school learn in a nurturing, warm, and positive educational environment.
- Builds strong interpersonal relationships with team and among the team members

- Facilitates regular and productive program meetings and encourages participation
- Defines each employee's role and responsibilities within the program
- Delegates in an effective manner while considering individual skills and workloads
- Accepts feedback and ideas from team and is constructive when giving feedback
- Discusses alternative problem solving and is open to new ideas and ways of doing things
- Shares specialized knowledge and resources with team and other UCAN departments
- Coordinates services with multiple UCAN programs to ensure appropriate services for clients and teamwork between programs
- Plans for client transitions to other UCAN programs to provide seamless transition for clients and a cooperative team process.

Professionalism and Work Conduct

- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of UCAN
- Acts in a professional manner at all times and maintains appropriate boundaries with students
- Demonstrates accountability for results and keeps commitments to others
- Reports to work, meetings, training, and job related activities prepared and as scheduled
- Demonstrates openness and respect for cultural and socioeconomic characteristics of clients and coworkers
- Understands and supports UCAN's standard of cultural proficiency and strives to meet it
- Responds to students and their families, UCAN staff, CPS, service providers and other stakeholders in a timely manner and ensures follow up to adequately address their need.
- Maintains current knowledge through participation in training sessions, seminars, etc.
- Performs other related tasks as required or assigned

Education/Job Experience/Certification:

- Masters Degree in Educational Administration, Special Education or Related Field required
- Professional Educators License with Type 75 Administrative Certification required
- Minimum of three (3) years Supervisory experience required
- Minimum of three (3) years teaching experience.

Special Knowledge and Qualifications:

- Excellent interpersonal, leadership and problem solving skills.
- Is open and respectful of cultural and socioeconomic characteristics of clients and is willing and competent to work with a diverse client population.
- Experience or ability to use computers for data entry, communication and report writing
- Ability to supervise teachers with different educational disciplines.
- Calm, professional manner; objective, balanced decision-making; teambuilding and active listening
- Ability to deal effectively with children with behavioral and emotional difficulties.
- Willingness and eligibility to pursue Administrative Certification Type 75

Position Status: Exempt Salary Grade: K Date Revised: 7/23/09

Work Environment: This Position requires direct contact with students in a school setting...

UCAN Academy Job Description

Position Title: Administrative Assistant I

Department: UCAN Tech

Reports to: Principal

Position Summary

The Administrative Assistant provides office support services and performs other tasks as assigned.

Essential Duties and Responsibilities:

School Attendance Function

- Keeps daily attendance sheets for High School.
- Keeps Student information logs up-to-date.
- Uses automated call-em-all system daily to report student absences.
- Calls parents/guardians when student goes AWOL.

Other General Responsibilities

- Has primary responsibility for telephone and lobby traffic -- answering phones, taking messages, receiving visitors, monitoring entrances and all other lobby activity
- Maintains communication among school staff
- Ensures timely delivery of outgoing mail, including interoffice.
- Assists staff members with translation for our Spanish speaking families.
- Provides clerical assistance including typing, photocopying, testing reports, research, phone calls, faxes, forms, some filing etc.
- Oversees operation of all office machinery including general maintenance, ordering supplies and arranges for service as needed.
- Maintains school shredder box.
- Maintains inventory/orders of all staff, office, and classroom supplies.

Record Keeping and Reporting Function

- Enters all discipline reports into the database.
- Maintains accurate meal counts for Elementary and High School daily.
- Completes and submits reports documenting students receiving free lunch, paid lunch & subsidized lunch to the finance department.
- Other duties as assigned

POSITION QUALIFICATIONS:

- High School diploma or equivalent, Bachelors Degree Preferred
- Working knowledge of MS Office applications, including Outlook, Word, and Excel.
- Professional office administration
- Excellent writing, communication and organizational skills.
- Bilingual (English/Spanish) preferred.

• Two (2) years experience, preferred

Position Status: Non-Exempt

Salary Grade: D

Date Revised: 9/10/2013

Work Environment: This Position may require direct contact with clients.

Uhlich Children's Advantage Network Job Description

Position Title: Post-Secondary Counselor

Department: UCAN Tech

Reports to: Principal

Position Summary:

Under the supervision of the Principal, the Post-Secondary Counselor develops and provides a range of employment related services primarily to clients in the with the goals of job placement, job retention and increased household income for increased self-sufficiency.

Essential Functions and Responsibilities:

- Established and maintain relationships with employers creating a concurrent job order to distribute to potential candidates
- Utilize a wide variety of methods to generate candidates, including internal and external networking, job fairs and referral program
- Work with staff to target client needs in order to increase employment outcomes, including: consistent employment for those who are sporadically employed and employment skills for those with little or no work history.
- Develops and maintains relationships and communication with a wide range of Chicagoland businesses and employers that will partner with UCAN as resources for internships and job placement.
- Counsel clients around issues of job readiness, job and vocational training, job search and adjustments to new jobs and work-life.
- Provides guidance services to case workers in various aspects of their functioning that affects seeking employment for his/her client.
- Collects, organizes and analyzes information about clients through records, tests, interviews
 and professional sources to appraise their needs, interests, abilities and personality
 characteristics for vocational and educational counseling, job training and job placement.
- Establishes and maintains potential employer contacts to ensure placement opportunities for clients who have successfully completed training or are at the appropriate skill level.
 - Solicits job openings and establishes job interviews with clients; supports clients during the interview process and job orientation and performs follow-up as necessary.
 - Advises and consults with case management staff towards integration of employment activities with other program services.
 - Keeps organized and accurate records on job training, placement and retention for all clients who participated in employment related services.
 - Maintains current knowledge through participation in training sessions, seminars, conferences, etc.
 - Refer applicants to service such as literacy, language instruction, transportation assistance vocational training and childcare.

- Work with employers to ensure that the new employee is performing satisfactorily and is retained in the new position.
- Coordinate hiring event and jobs fairs for clients that will result in job placements.
- Conduct trainings an information sessions on topics such as how to deal with workplace conflict how to overcome workplace stress, hot to allocate time, how to deal with difficult bosses, how to respond to employer criticism, how to ask for a raise, how to look for a new job while holding a current one, how to handle external pressures that hamper performance, etc. These topics will also be address in the one-on-one sessions as well.
- Engage clients in career planning, addressing issues of career advancement, career change and exploring education steps necessary to obtain jobs within career ladders.
- Monitor and report the employment status and salary of all FamilyWorks clients on a monthly basis highlighting their 30, 60, 90, and 180 day milestones.
- Work in conjunction with the client's case manager to address issues external to the workplace, impacting performance and job retention.
- Performs other related tasks as required or assigned.

Professionalism and Work Conduct

- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of UCAN.
- Acts in a professional manner at all times and maintains appropriate boundaries with clients.
- Demonstrates accountability for results and keeps commitments to others.
- Reports to work, meetings, training, and job related activities prepared and as scheduled.
- Demonstrates openness and respect for cultural and socioeconomic characteristics of clients and coworkers.
- Accepts feedback and ideas from team and supervisor and is constructive when giving feedback and ideas to others.
- Discusses alternative problem solving and is open to new ideas and ways of doing things.
- Performs other related tasks as assigned or required.

Education/Job Experience/Certification:

- Bachelor's Degree in Social Work, Human Services, Education or Business or Masters Degree in similar concentrations
- Minimum of two years' experience working in human services, education, job training, vocational services or sales

Special Knowledge and Qualifications:

- **Excellent written and verbal communication skills.**
- Ability to work independently and as part of a team.
- Is open and respectful of cultural and socioeconomic characteristics of clients and is willing and competent to work with a diverse client population.
- Experience working with teenagers, young and older adults in impoverished communities.
- **Experience** or ability to use computers for data entry, communication and report writing.
- Must possess vehicle and current, valid driver's license and insurance.

Position Exempt

Status: Salary G

Grade:



Human Resources Job Description

Position Title: School Social Worker I

Department: UCAN Tech

Reports to: Principal

Position Summary:

Under the supervision of the Principal, the Social Worker provides individual, group and family social work services to students.

Essential Functions and Responsibilities:

Assessment and Service Planning

- Performs diagnostic tests and evaluation of students referred for services; interviews students and individuals closely related to students such as family members.
- Evaluates test results; plans IEP goals and therapeutic approaches.
- Effectively applies clinical knowledge to evaluate student situations and needs
- Develops clear and specific IEP goals for each student based upon his/her individual needs
- Identifies at-risk students and behaviors

Therapeutic Intervention

- Effectively conducts appropriate social work minutes in a timely manner
- Successfully engages and develops rapport with a wide range of students
- Utilizes clinical knowledge and skills to provide appropriate and effective therapies
- Structures therapy sessions in accordance with IEP goals
- Creates a therapeutic environment by providing adequate, varied, culturally competent and developmentally appropriate activities/materials
- Maintains consistency and safety throughout the session

Planning and Organization

- Plans time effectively and efficiently to meet all job commitments
- Keeps information organized as to quickly respond to information requests about their students
- Organizes caseload to meet expected level of IEP service minutes on a monthly basis
- Effectively balances multiple responsibilities
- Obtains and evaluates information necessary to implement student services
- Responds in a timely manner to all written correspondence, email and phone call inquiries regarding students.

Building Relationships and Networks

- Consults with supervisor, other Social Workers and school staff on details of cases and Individual Education Plans.
- Contacts other social service agencies, schools, hospitals, courts and public mental health organizations; makes referrals or obtains case-related information on an as needed basis with proper consents.
- Contacts caseworkers assigned to student or student's family; discusses progress of case; obtains case-related information if applicable.
- Works effectively with other team members in a multi-disciplinary setting
- Establishes and maintains positive working relationships with other social service agencies, schools, courts, etc.
- Provides timely information to teachers, probation officers, parents/guardians, and others as needed
- Regularly consults with parents and guardians regarding student progress
- Actively listens to others and their points of view and treats others with sensitivity

Documentation and Reporting

- Notifies principals and supervisor of critical incidents, problems, concerns, and needs in a timely manner.
- Clearly documents actions taken in a timely manner and in a format consistent with IEP requirements
- Completes all documentation, reports and correspondence in a timely manner
- Concisely and professionally writes clinical documentation and reports that accurately reflect clinical interventions and progress made towards IEP goals
- Delivers written information to appropriate parties
- Maintains accurate, complete and timely student records as required by Chicago Public Schools and UCAN
- Enters, updates and maintains accurate data in the Easy Trac database, as required.
- Reports all possible critical incidents and unusual incidents to supervisor, management, or DCFS as required by UCAN or by mandated reporting law.

Professionalism and Work Conduct

- Participates in staffings, team meetings, supervisory sessions and other related program meetings, on a regular basis.
- Maintains current knowledge through participation in training sessions, seminars, conferences, etc.
- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of UCAN.
- Acts in a professional manner at all times and maintains appropriate boundaries with students
- Demonstrates accountability for results and keeps commitments to others
- Reports to work, meetings, training, and job related activities prepared and as scheduled
- Demonstrates openness and respect for cultural and socioeconomic characteristics of students and coworkers
- Accepts feedback and ideas from team and supervisor and is constructive when giving feedback and ideas to others
- Discusses alternative problem solving and is open to new ideas and ways of doing things

• Performs other related tasks as required or assigned.

Education/Job Experience/Certification:

- MSW with Type 73 Certification
- 0-2 years experience providing therapy in a clinical or related setting
- Two (2) years experience in child and adolescent individual and group therapy
- LSW or LCSW a plus

Special Knowledge and Qualifications:

- Effective verbal and written communicate skills.
- Demonstrated ability to work both independently and a part of a high functioning team.
- Ability to work in a multi-disciplinary setting.
- Some computer knowledge necessary

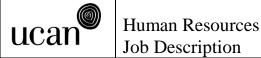
Position Status: Exempt

Salary Grade: G

Date Revised: 11/20/08

Work Environment:

- Job requirement may include transporting residents.
- Works in all areas of the facility.
- Hazards include risk of exposure to communicable diseases and risks of injury associated with emotionally disturbed residents with the potential to lose control.



Position Title: Teacher I and Teacher II

Department: UCAN Tech

Reports to: Principal

Position Summary

Under the direction of the Principal, the Teacher works with a group of students, employing specific training skills to conduct special educational activities.

Essential Functions and Responsibilities:

Developing Individual Education Programs

- Develops and implements curriculum to meet physical, emotional and creative needs of students in an environment where they feel safe, valued and respected.
- Plans specific educational and developmental activities and a schedule of activities within program outline appropriate to the age level of the assigned students.
- Diagnose educational needs using Kaufman method.
- Develops IEP based on the student's unique situation
- Develops IEP that identifies both short and long-term learning and behavioral goals.
- Creates classroom lesson plans in accordance with students' IEPs.

Instructional Effectiveness

- Uses educational/therapeutic materials and methods, and plans for their appropriate use to promote the social, intellectual, emotional and physical growth of the assigned students.
- Establishes learning objectives and uses pre-planning and classroom teaching to accomplish those objectives.
- Involves all students by utilizing a variety of educational methods to meet students' individual learning styles.
- Explains directions and models desired student performance.
- Monitors student progress and adjusts instruction based on that progress.
- Establishes closure by summarizing content and fits into context what has been taught.
- Selects, maintains and inventories educational supplies, and controls utilization of equipment and materials.

Promotes Orderly Behavior

- Promotes orderly behavior throughout the school and clearly defines expected student behavior by encouraging positive behavior and controlling negative behavior.
- Uses appropriate therapeutic methods to promote the social and emotional growth of the students.
- Remains calm at all times and uses appropriate language with students and coworkers.
- Maintains orderly behavior during class, class transitions and meal breaks.
- Is able to contain children using Therapeutic Crisis Intervention.

• Utilizes Crisis Intervention staff appropriately

Building Relationships and Networks

- Maintains relations with casework/social work staff and supports and encourages students to achieve a strengthening of the total agency relationship.
- Establishes rapport with students and parents.
- Establishes and maintains positive working relationships with coworkers and all agency personnel.
- Actively listens to others and their points of view.
- Maintains regular contact with parents by making a minimum of one phone call per month to each parent.
- Keeps parents regularly informed about their child's progress and areas for improvement.
- Builds to strengthen the relationship between the school and parents.

Documentation

- Prepares a documented lesson plan and emergency lesson plan for each school day.
- Keeps appropriate individual records, attendance records, and student assessments as designated.
- Produces an IEP annual report for each student in a timely manner and in a format consistent with school requirements.
- Maintains a current and up-to-date parent log and in a format consistent with school requirements.
- Completes student report cards in a timely manner and in a format consistent with school requirements.
- Observes functioning of students and keeps appropriate individual records, attendance records, and student assessments as designated; prepares, distributes and grades examinations.

Outside Staffings

- Attends and participates in outside staffings to meet the educational needs of the students.
- Completes required paperwork for all stafffings.
- Arrives at staffings prepared and on time.
- Works cooperatively with the other members of the educational team.
- Stays focused and on task in order to complete goals.

Professional and Work Conduct

- Adheres to school board policy and administrative regulations
- Does not show favoritism to select persons
- Follows school regulations as to arrival and departure times
- Is respectful of cultural and socioeconomic characteristics of students and their families
- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of UCAN
- Acts in a professional manner at all times and maintains appropriate boundaries with clients
- Demonstrates accountability for results and keeps commitments to others
- Reports to work, meetings, training, and job related activities prepared and as scheduled

Uhlich Children's Advantage Network

Teacher

- Demonstrates openness and respect for cultural and socioeconomic characteristics of clients and coworkers
- Understands and supports UCAN's standard of cultural proficiency and strives to meet it
- Responds to clients and their families, UCAN staff, CDHS, service providers and other stakeholders in a timely manner and ensures follow up to adequately address their needs.
- Attends staff meetings, required training sessions inside and outside the agency, as well as other professional workshops to enhance job skills.
- Performs other related tasks as required or assigned

Position Qualifications:

- Type 10 (ED/BD), LBS1 Unlimited or LBS1 Limited Certification.
- Experience in and ability to teach all subject matter in a self-contained environment

Additional Qualifications and Responsibilities for Promotion to Teacher II:

- Qualifications:
 - **Minimum** of 1 year at UCAN Academy with demonstrated teaching ability, leadership ability, and successful work with staff and students
 - Demonstrated ability to provide leadership and mentoring to other staff
- Job Duties as a Teacher II:
 - Provide mentoring to other staff
 - Coordinate an Academy Committee

Position Status: Exempt Salary Grade: H/I

Date Revised: September 2011

Work Environment: This Position requires daily direct contact with students.

Human Resources
Job Description

Position Title: Program Coordinator/Data Specialist

Department: UCAN Tech

Reports to: Principals

Position Summary

Under the direction of the school's administration team, the Program Coordinator/Data Specialist tracks all student academic and behavior records.

Essential Functions and Responsibilities:

Creating and Maintaining Reports

- Track IEP supplements.
- Tracks all students credits earned.
- Tracks all KTEA scores to show progression or regression.
- Sets all high school student schedules.
- Work closely with the high school principal to create the master schedule.
- Work closely with the administration to review and analyzes school-wide data weekly.
- Maintain student transcripts
- Maintains all student grade point averages and class rankings.
- Maintains and publishes quarterly reports pertaining to Aims Web and Read 180.
- Facilitate Know Your Rank.
- Creates reports to show progress of the school.
- Creates and maintains in-school and out of school suspension reports daily.
- Creates and maintains state goal standard reports per classroom bi-weekly.
- Creates and maintains social emotional goal point standards bi-weekly.
- Creates reports and graphs as needed by administrators to show school progress.
- Create and maintains spreadsheets for Crisis showing classrooms for all students in any period.
- Creates and maintains lunch period listings for cafeteria.
- Serves as the school testing coordinator (ISAT, PSAE, Scantron, PLAN, EXPLORE and any other CPS required assessment).
- Supports AAA, Dashboard, Snapshot and other UCAN or CPS evaluation models by supplying needed data or reports.

Technological Responsibilities

- Assists in technological needs of the school.
- Researches and assists in purchasing of hardware, software and programing for the schools.
- Sets up and maintains Aimsweb as administrator.
- Faxes/emails transcripts to and from other therapeutic schools and CPS.

Promotes Orderly Behavior

- Promotes orderly behavior throughout the school and clearly defines expected student behavior by encouraging positive behavior and controlling negative behavior.
- Uses appropriate therapeutic methods to promote the social and emotional growth of the students.
- Remains calm at all times and uses appropriate language with students and coworkers.
- Is able to contain children using Therapeutic Crisis Intervention.
- Utilizes Crisis Intervention staff appropriately.

Building Relationships and Networks

- Maintains relations with casework/social work staff and supports and encourages students to achieve a strengthening of the total agency relationship.
- Establishes rapport with students and parents.
- Establishes and maintains positive working relationships with coworkers and all agency personnel.
- Actively listens to others and their points of view.

Professional and Work Conduct

- Adheres to school board policy and administrative regulations.
- Does not show favoritism to select persons.
- Follows school regulations as to arrival and departure times.
- Is respectful of cultural and socioeconomic characteristics of students and their families.
- Behaves with integrity, demonstrates high ethical standards, and displays a positive image of UCAN.
- Acts in a professional manner at all times and maintains appropriate boundaries with clients.
- Demonstrates accountability for results and keeps commitments to others.
- Reports to work, meetings, training, and job related activities prepared and as scheduled.
- Demonstrates openness and respect for cultural and socioeconomic characteristics of clients and coworkers.
- Understands and supports UCAN's standard of cultural proficiency and strives to meet it.
- Responds to clients and their families, UCAN staff, CDHS, service providers and other stakeholders in a timely manner and ensures follow up to adequately address their needs.
- Attends staff meetings, required training sessions inside and outside the agency, as well as other professional workshops to enhance job skills.
- Performs other related tasks as required or assigned.

POSITION QUALIFICATIONS:

- Bachelor's Degree, or higher
- Previous data collection and analysis experience with a mastery of Microsoft Office and Exel programs.

Position Status: Exempt

Salary Grade: H

Date Revised: March 2011

Work Environment: This Position requires direct contact with clients.

Uhlich Children's Advantage Network Job Description

Position Title: Licensed Practical Nurse

Department: UCAN Tech

Reports to: Principal

Position Summary:

In this full-time position, the LPN will be responsible for the administration of psychotropic medication to clients as well completing documentation related to medication dispersal. The LPN may also assist the School Administrators with assessing illness in clients and completing post physical restraint documentation. Work schedule M-F 8am to 3pm.

Essential Duties and Responsibilities:

- Administers psychotropic medication to all clients as needed.
- Ensures that all administered medication is swallowed by the client
- Records administration of medication(s) in the client's medical record
- Advises clients of dosage, name of medication, reason for prescription and possible side effects
- Completes appropriate documentation in Easy IEP to support the administration of psychotropic medications in the School
- Checks to ensure that clients have sufficient medication(s) on the units
- Restocks first aid kits and OTC medication chests as needed
- Assesses clients for any sign of injury after any physical intervention, as needed.
- Participates in supervisory sessions and other related program meetings, on a regular basis as needed.
- Maintains current knowledge through participation in training sessions and other related program meetings, on a regular basis.
- Performs other related tasks as required or assigned.

Education /Job Experience/Certification:

- State of Illinois LPN registration.
- Two (2) years experience in a medical or psychiatric hospital setting or other inpatient type of treatment program/center

Special Knowledge and Qualifications:

- Proven ability to work effectively with children and adolescents
- Computer skills preferred

Position Status: Non-Exempt

Uhlich Children's Advantage Network

LPN

Salary Grade:

Date Created: 8/3/12

Work Environment:

- Works in all areas of the facility
- Hazards include risk of exposure to communicable diseases and risks of injury associated with residents with emotional disorders



UCAN Tech Staffing Model

Some staffing for UCAN Tech grows each year as student enrollment rises. Ratios came from balancing the need for best practices with financial responsibility.

In year one, 5 FTE Teachers will be required to hold a 1:27 teacher to student ratio. This year includes .20 FTE of a SPED Teacher. Three Student Support Specialists will support a 1:45 Specialist to student ratio.

In year two, 5 FTE Teachers result in a 1:32 teacher to student ratio. This year includes .20 FTE of a SPED Teacher. Three Student Support Specialists will support a 1:53 Specialist to student ratio.

In year three, 6 FTE Teachers result in a 1:30 teacher student ratio. This year includes .20 FTE of a SPED Teacher. Four Student Support Specialists will support a 1:45 Specialist to student ratio.

In year four, 7 FTE Teachers result in a 1: 29 teacher student ratio. This year includes .40 FTE of a SPED Teacher. Four Student Support Specialists will support a 1:50 Specialist to student ratio.

In year five, 8 FTE Teachers result in a 1:28 teacher student ratio. This year includes .40 FTE of a SPED Teacher. Four Student Support Specialists will support a 1:55 Specialist to student ratio.

In order to stabilize teacher student ratios across all five years, Tec Services will provide technology contracted services to students. Students will spend part of their day with Tec Services contractual staff.

Other staff positions will stay constant over five years. They are:

- Post-Secondary Counselor (1)
- Principal (1)
- Administrative Assistant (1)
- Vice President of Educational Services (0.3)
- Supervisor/Intake Coordinator (0.33)
- Program Coordinator/Data Specialist (0.15)
- Data Support Specialist (1)
- School Social Worker (1)
- Recruiting Specialist (1)
- Nurse (1, contractual)
- Substitute Teachers (as needed, contractual)

Adopted from The 2013 CPS Framework for Teaching

Domain 1: Planning and Preparation

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|--|---|--|---|---|
| 1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of: Content Standards Within and Across Grade Levels Disciplinary Literacy Prerequisite Relationships Content-Related Pedagogy | Teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught. | Teacher demonstrates knowledge of the relevant content standards within the grade level but displays lack of awareness of how these concepts relate to one another and/or build across grade levels. Teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught. | Teacher demonstrates knowledge of the relevant content standards, within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught. | Teacher demonstrates knowledge of the relevant content standards within the grade level and across grade levels, as well as how these standards relate to other disciplines. Teacher's plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions. |
| | Unit and/or lesson plans do not include content standards. Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area. Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge. Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students' learning styles. | 1. Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced. 2. Unit and/or lesson plans include some strategies that require reading, writing or thinking in the content area but they may not be fully described or appropriately selected. 3. Unit and/or lesson plans include some gaps in appropriate content or the sequence of content does not fully build on prior lessons or student knowledge. 4. Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students' learning styles. | Unit and/or lesson plans include content standards that are grade level appropriate and are properly sequenced. Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge. Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students' learning styles. | In addition to the characteristics of "proficient," 1. Unit and/or lesson plans include connections to content standards from related disciplines. 2. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines. 3. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content. 4. Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest. |

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|---|--|--|---|--|
| 1b: Demonstrating Knowledge of Students Knowledge of: • Child and Adolescent Development • The Learning Process • Students' Skills, | The teacher demonstrates little to no understanding of how students learn and does not attain information about levels of development. Teacher does not gather knowledge about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs and does not indicate that such knowledge informs teacher's practice. 1. Unit and/or lesson plans are not | The teacher displays generally accurate knowledge of how students learn and attains information about levels of development for the class as a whole. Teacher gathers some knowledge about some students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs. 1. Unit and/or lesson plans are | The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. Teacher purposefully gathers information from several sources about most students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs. 1. Unit and/or lesson plans are | The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for individual students. Teacher purposefully and continually gathers information from several sources about all students' individual backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, multiple intelligences, interests, and special needs. In addition to the characteristics of |
| Knowledge, and Language Proficiency Students' Interests and Cultural Heritage Students' Special Needs and Appropriate Accommodations/ Modifications | developmentally appropriate. 2. Teacher does not gather information about student learning styles. Unit and/or lesson plans do not reflect knowledge of student learning styles. 3. Teacher is not aware of different student achievement, skill or language proficiency levels and/or teacher has unrealistic expectations for students. 4. Teacher does not seek information about students' cultures or interests. 5. Teacher does not seek or utilize information about the needs of diverse learners. | developmentally appropriate for the whole class. 2. Teacher gathers some information about student learning styles. Unit and/or lesson plans may not reflect knowledge of student learning styles. 3. Teacher is somewhat aware of different student achievement, skill or language proficiency levels. Teacher plans instruction for the whole class. 4. Teacher acknowledges student cultures and interests but may not apply this knowledge to instructional plans. 5. Teacher is aware of the needs of diverse learners but may not always apply this knowledge appropriately to plan instruction. | developmentally appropriate for the whole class but also for specific groups of students based on teacher knowledge of various student characteristics. 2. Teacher gathers information about student learning styles. Unit and/or lesson plans accommodate different student learning styles. 3. Teacher is aware of the achievement levels (such as "low," "medium," and "high"), skill levels and language proficiency levels for groups of students. Teacher applies this knowledge to plan instruction to meet the needs of these groups of students. 4. Teacher integrates knowledge of student cultures and interests into instructional plans. 5. Teacher is aware of the needs of diverse learners and applies this knowledge appropriately to plan differentiated instruction. | "proficient," Unit and/or lesson plans include developmentally appropriate strategies for individual students. Teacher frequently collects new information about learning styles to adjust unit and/or lesson plans. Teacher knowledge of student achievement, skill and language proficiency levels is often specific to individual students. Teacher applies this knowledge to plan instruction to meet the needs of individual students Teacher regularly seeks information from various sources about student cultures and interests to incorporate into plans. Teacher regularly seeks updates and additional information about the needs of diverse learners in order to apply this information to more appropriately plan instruction. |

Adopted from The 2013 CPS Framework for Teaching

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|---|---|---|---|--|
| 1c: Selecting Learning Objectives • Clarity of Objectives • Sequence and Alignment of Objectives • Balance of Objectives | Learning objectives are not standards-based, are unclear, or are stated as activities rather than as student learning outcomes, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect only one type of learning and/or only one discipline. 1. Unit and/or lesson plans do not include learning objectives and/or objectives are not aligned or not appropriate for the content or grade-level. 2. Learning objectives are stated as what students will do in class rather than what content or skills students will learn. 3. Learning objectives cannot be measured for achievement as written. 4. Learning objectives are not sequenced to build toward student mastery in the content. 5. Learning objectives do not include a range of lower- and higher-order thinking skills or allow students to demonstrate learning in different ways (i.e. reading, writing, speaking, collaborating). | Learning objectives are partially standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and/or are only written for the class as a whole. Teacher demonstrates an attempt to sequence and align some standards-based learning objectives, but does not build toward deep understanding or mastery of the standards. Objectives reflect more than one type of learning, but teacher has made no attempt at coordination of the disciplines. 1. Unit and/or lesson plans include learning objectives that are somewhat aligned and appropriate for the content and/or grade-level. 2. Learning objectives address the needs of the whole class. Learning objectives are sometimes stated as what students will do in class rather than what content or skills students will learn. 3. Learning objectives can sometimes be measured for achievement as written. 4. Learning objectives are somewhat sequenced building to partial student mastery of the content. 5. Learning objectives include a range of lower- and higher-order thinking skills and/ or allow students to demonstrate learning in different ways (i.e. reading, writing, speaking, collaborating). | Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied to account for the needs of groups of students. Teacher sequences and aligns standards-based learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect several different types of learning and invite opportunities for coordination within and across the disciplines. 1. Unit and/or lesson plans include learning objectives that are aligned and appropriate for the content and grade-level. 2. Learning objectives address the needs of groups of students. Learning objectives represent what content or skills students will learn. 3. Learning objectives are measurable and aligned to content and grade-level appropriate assessments. 4. Learning objectives are appropriately sequenced to build student mastery of the content. 5. Learning objectives include a range of lower- and higher-order thinking skills, ask students to demonstrate learning in purposefully different ways (i.e. reading, writing, speaking, collaborating) and create opportunities for interdisciplinary connections. | Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied in whatever way is needed to account for individual students' needs. Teacher sequences and aligns standards-based objectives to build toward deep understanding, mastery of the standards, and meaningful authentic application. Objectives reflect several different types of learning and provide multiple opportunities for coordination and integration within and across the disciplines. In addition to the characteristics of "proficient," 1. Unit and/or lesson plans include learning objectives that align with prior and future objectives for the content and grade-level. 2. Learning objectives accommodate the learning needs of individual students. Learning objectives may allow students to set their own content or skill-based goals for learning. 3. Learning objectives are varied and connected to authentic assessments in the discipline. 4. Learning objectives build toward real-world application of skills and content. 5. Learning objectives integrate and coordinate a range of thinking skills, ways to demonstrate learning (i.e. reading, writing, speaking, collaborating) and interdisciplinary connections. |

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|---|---|---|---|---|
| 1d: Designing Coherent Instruction Design Incorporates: • Knowledge of Students and Their Needs • Learning Tasks • Materials and Resources • Instructional | Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning tasks are not aligned to objectives. Tasks are not cognitively challenging and do not require students to provide evidence of their reasoning. There is no evidence of scaffolding and differentiation for students to access the content/skills. The progression of tasks is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and/or other materials and do not represent a cognitive challenge. The lesson or unit does not have a recognizable structure and makes no use of instructional groupings to support the learning objectives. | Teacher coordinates some knowledge of content, students, and resources to design units and lessons. Learning tasks are partially aligned to objectives. Tasks are cognitively challenging, designed for the class as a whole, and occasionally require students to provide evidence of their reasoning. There is some evidence of scaffolding and differentiation for some students to access the content/skills. The progression of tasks in units and lessons is not always coherent, and some time allocations are unrealistic. Units and lessons include grade-appropriate levels of texts and other materials that represent a moderate cognitive challenge. The lesson or unit has a recognizable structure with some evidence of instructional groupings that partially support the learning objectives. | Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging, designed for groups of students, and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for most students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials, representing a cognitive challenge. The lesson or unit has a clear structure with intentional and structured use of instructional groupings that support the learning objectives. | Teacher coordinates in-depth knowledge of content, students, and resources (including technology) to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging for individual students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include gradeappropriate levels of texts and other materials so every student can access the content/skills. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways of instruction aligned with diverse student needs, and uses instructional groupings intentionally. |
| Grouping • Lesson and Unit Structure | Unit and/or lesson plan does not align knowledge of student achievement levels and learning styles to content and resources. Classroom activities are not planned to correspond to learning objectives Classroom activities are not planned to account for student interest and only ask students to recall or provide rote responses. Classroom activities are not planned based on knowledge of the range of student achievement levels and learning styles. Classroom activities are not planned in sequence and either do not provide enough or provide too much time for student completion. Classroom texts and other materials are too easy and/or are not content appropriate. Unit and/or lesson plan does not include anything except full class instruction. Unit and/or lesson plan is not organized and/or does not have a logical progression. | Unit and/or lesson plan reflects some knowledge of student achievement levels and learning styles but content and resources may not be entirely aligned to that knowledge. Classroom activities are planned to sometimes address learning objectives. Classroom activities are sometimes planned to interest and engage students and require some higher order thinking skills. Classroom activities are planned to meet the needs of a limited range of student achievement levels and learning styles. Classroom activities somewhat build on one another and mostly appropriate amounts of time are provided for student completion. Classroom texts or other materials are sometimes challenging and/or relevant to support some students' learning. Unit and/or lesson plan includes the use of instructional groups but they may not be aligned to learning objectives or student learning needs. Unit and/or lesson plan is somewhat organized and follows a logical progression. | Unit and/or lesson plan reflects student achievement levels and learning styles which are aligned to appropriate content and resources. Classroom activities are designed and aligned to address various learning objectives. Classroom activities are designed to interest and engage students and challenge them to use higher order thinking skills. Classroom activities are designed to meet the needs of most student achievement levels and learning styles. Classroom activities are planned and paced so the class can achieve the learning objectives. Classroom texts or other materials are challenging and relevant to support nearly all students' learning. Unit and/or lesson plan incorporates the use of instructional groups when appropriate based on student learning needs. Unit and/or lesson plan is organized and follows a progression designed to address the learning objectives and student learning needs. | In addition to the characteristics of "proficient," 1. Unit and/or lesson plan integrates knowledge of individual student needs with specific or unique content and resources. 2. Classroom activities are coordinated to address student selected learning objectives or the objectives for individual students. 3. Classroom activities incorporate individual student interests and promote student choice and inquiry. 4. Classroom activities include ways to meet the needs of individual students' achievement levels and learning styles. 5. Classroom activities are planned and paced to be appropriate for individual students. 6. Classroom texts or other materials are sometimes selected through a process of student-teacher collaboration. 7. Unit and/or lesson plan includes flexible instructional groups that vary based on learning objectives, needs and student input when appropriate. 8. Unit and/or lesson plan incorporates student input into activities or assessments. |

Adopted from The 2013 CPS Framework for Teaching

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|--|--|---|---|--|
| 1e: Designing Student Assessment • Congruence with Standards-Based Learning Objectives • Levels of Performance and Standards • Design of Formative Assessments • Use for Planning | The plan for student assessment is not aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments contain no criteria or descriptors aligned to student expectations. Teacher does not select or design formative assessments that measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons. | The plan for student assessment is partially aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments do not clearly identify and/or describe student expectations. Teacher selects or designs formative assessments that measure only part of student learning or growth. Teacher uses prior assessment results to design units and lessons that target the class as a whole. | The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessment methodologies are designed or adapted for groups of students as needed. Assessments clearly identify and describe student expectations and provide descriptors. Teacher selects and designs formative assessments that accurately measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students. | The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson. Assessment methodologies have been designed or adapted for individual students as needed. Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors. Teacher's formative assessments are complex, well designed or selected, and tailored for individual students, when necessary, in order to measure varying degrees of each student's learning and growth effectively. Teacher uses assessment results to design units and lessons that target the diverse needs of every student. |
| | Teacher does not have planned assessments or assessments do not correspond to the learning objectives for the unit and/or lesson plan. Plans for assessment do not include descriptions, criteria or rubrics for student expectations or levels of achievement. Unit and/or lesson plans do not include formative assessments and/or formative assessments do not provide feedback about student levels of achievement. Teacher does not have a method of using assessment feedback to inform future plans for instruction. | Teacher plans include assessments but they may not entirely correspond to the learning objectives for the unit and/or lesson plan. Plans for assessment include some descriptions, criteria or rubrics for student expectations or levels of achievement but they may not be entirely clear or developed. Unit and/or lesson plans include formative assessments but they may not be fully developed or provide complete and appropriate feedback about student levels of achievement. Teacher attempts to use assessment feedback to inform future plans for instruction for the whole class. | Teacher plans include appropriate assessments that correspond to the learning objectives for the unit and/or lesson plan and may be modified for the learning needs of groups of students. Plans for assessment include clear and appropriate descriptions, criteria or rubrics for student expectations and levels of achievement. Teacher may plan to share examples of high quality student work. Unit and/or lesson plan includes appropriate formative assessments that measure student levels of achievement for groups of students. Teacher uses assessment feedback to inform future plans for instruction for groups of students. | In addition to the characteristics of "proficient," Teacher plans for assessment are challenging, authentic to the content area and/or have real-world application or implications when possible and may be modified for the learning needs of individual students. Plans for assessment may include student choice or input as to descriptions, criteria or rubrics for student expectations and levels of achievement. Teacher may plan to align examples of high quality student work to levels of achievement with students. Unit and/or lesson plan includes diverse formative assessments that provide feedback for about individual student levels of achievement. Teacher uses assessment feedback to inform future plans for instruction for individual students. |

Domain 2: The Classroom Environment

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|--|--|--|---|--|
| 2a: Creating an Environment of Respect and Rapport Teacher Interactions with Students Student Interactions with Other Students | Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Interactions are insensitive and/or inappropriate to the ages and development of the students, and the context of the class. The net result of interactions has a negative impact on students emotionally and/or academically. | Patterns of classroom interactions, both between the teacher and students and among students, are generally respectful but may reflect occasional inconsistencies or incidences of disrespect. Some interactions are sensitive and/or appropriate to the ages and development of the students, and the context of the class. The net result of the interactions has a neutral impact on students emotionally and/or academically. | Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate caring and respect. Interactions among students are generally polite and respectful. Interactions are sensitive and appropriate to the ages and development of the students, and to the context of the class. The net result of the interactions has a positive impact on students emotionally and academically. | Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility among all members of the class. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults. |
| | Teacher has not made connections with students or groups of students. Teacher uses disrespectful language with students and/or exhibits actions that are insensitive to students' ages and developmental levels. Students regularly use disrespectful and/or insensitive language toward one another and/or the teacher. Many students may criticize peers who volunteer to participate or engage in academic activities. | 1. Teacher attempts to make connections with individuals or groups of students. Connections are partially successful. 2. Teacher interactions with students are inconsistent, with occasional use of disrespectful or insensitive language. Teacher may show favoritism to groups or individuals. 3. Students occasionally use disrespectful and/or insensitive language toward one another and/or the teacher. 4. Some students may criticize peers who volunteer to participate or engage in academic activities. | 1. Teacher successfully makes connections with students. Connections contribute to a caring and respectful tone in the classroom. 2. Teacher and student interactions are uniformly respectful. 3. Students exhibit consistent respect for the teacher and for classmates through words and actions. 4. Students participate willingly in collaborative groups and offer their ideas in front of peers. | In addition to the characteristics of "proficient," 1. Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. 2. Students initiate respectful interactions with peers and teacher. 3. Students take an active role in promoting respect and showing care about individual classmates' interests and personalities. 4. Students encourage peers to participate in collaborative groups or offer ideas. |

Adopted from The 2013 CPS Framework for Teaching

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|---|--|---|--|---|
| 2b: Establishing a Culture for Learning Importance of Learning Expectations for Learning Student Persistence Student Ownership of Learning | The teacher creates a classroom culture that reflects a lack of teacher and/or student commitment to learning. The teacher fosters a culture in which there is little or no investment of student energy into the task at hand. The teacher does not convey that practice or perseverance is expected or that it results in student success. The teacher's expectations for student learning are medium to low, with high expectations reserved for only a few students. Students do not show interest in task completion or quality. 1. Teacher conveys that there is little or no purpose for the work, and/or that it must be done due to external factors. 2. Most students' energy is directed toward off task behavior. 3. Teacher conveys to some students that the work is too challenging for them. 4. Students exhibit little or no pride in their work. | The teacher creates a classroom culture that reflects some teacher and/or student commitment to learning. The teacher fosters a culture in which there is some investment of student energy into the learning task at hand. The teacher conveys that student success is the result of natural or innate ability rather than practice and perseverance. Teacher conveys high learning expectations for some students. Students indicate that they are interested in completion, rather than quality, of a task. 1. Teacher conveys the importance of learning but the purpose for the work is tied to extrinsic rewards or short-term goals. 2. Most students' energy is directed toward on task behavior but regular teacher redirection is necessary. 3. Teacher conveys high expectations for some students. 4. Students exhibit some commitment to complete their work but they may not attempt to reach higher levels of achievement. | The teacher creates a classroom culture that reflects teacher and student commitment to learning. The teacher fosters a culture in which classroom interactions indicate learning and hard work. The teacher conveys that with practice and perseverance students can reach desired goals. Teacher conveys high learning expectations for all students. Students take some responsibility for their learning by indicating that they want to understand the content or master the skill rather than simply complete a task. 1. Teacher conveys the value of the learning for its own end and the purpose for the work at hand, tying it to larger goals. 2. Most students' energy is directed toward academic tasks and minimal teacher redirection is necessary. 3. Teacher conveys a belief in students' abilities and high expectations for levels of student effort and achievement. 4. Students exhibit commitment to complete their work and also attempt to reach higher levels of achievement. | The teacher creates a classroom culture that reflects a shared belief in the importance of learning and hard work. The teacher conveys high learning expectations for all students and develops structures that enable practice and perseverance for each individual student. Students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers. In addition to the characteristics of "proficient," 1. When asked students are able to articulate the value and purpose for their learning in terms of larger goals. 2. Students help keep one another's energy focused and engaged on academic tasks. 3. When asked, students convey that they can achieve at high levels. 4. Students help one another to improve their work and understandings and reach higher levels of achievement. |

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|---|--|---|--|--|
| 2c: Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials and Supplies Performance of Classroom Routines Direction of | Ineffective classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties. 1. Teacher does not establish and/or | Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time. 1. Teacher has established regular | Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher engages volunteers and/or paraprofessionals with clearly defined duties that support student learning. | Effective classroom routines and procedures maximize instructional time. The teacher orchestrates the environment so that students contribute to the management of instructional groupings, transitions, and/or the handling of materials and supplies without disruption of learning. Students follow classroom routines without the teacher's prompting. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to student learning and are well integrated into the classroom community. |
| Volunteers and Paraprofessionals | maintain regular classroom policies and procedures. Students require frequent teacher reminders. 2. Teacher does not have a system for distribution and collection of materials causing regular loss of instructional time. 3. Teacher's transitions are disorganized and/or unsafe and delay instruction. 4. When in groups away from teacher or working independently, students are consistently off task and/or disruptive. 5. Volunteers and paraprofessionals do not have set tasks and must await teacher instruction before assisting students. | classroom policies and procedures in place but may not fully enforce them. Students require some teacher reminders. 2. Teacher attempts to use system for distribution and collection of materials but sometimes there is a loss of instructional time. 3. Teachers' transitions do not always include clear instructions which sometimes cause a loss of instructional time. 4. When in groups away from teacher or working independently, students are mostly on task but teacher redirection is often necessary. 5. Volunteers and paraprofessionals have some set tasks and sometimes need further teacher instructions to assist students. | policies and procedures. Students require few teacher reminders. 2. Teacher has a largely efficient system for distribution and collection of materials leading to minimal loss of instructional time. 3. Teachers' transitions include clear instructions leading to minimal loss of instructional time. 4. When in groups away from teacher or working independently, students are mostly on task and need minimal teacher redirection. 5. Volunteers and paraprofessionals have regular tasks that are performed throughout class with minimal additional instruction from teacher. | "proficient," Students assist teacher in enforcing regular classroom policies and procedures. Students initiate the performance of or prompt each other to perform basic classroom functions. Students are included in and help maintain the system for the collection and distribution of materials. Students help facilitate transitions. When in groups away from teacher or working independently, students facilitate staying on task themselves. Teacher develops the skills and capacity of volunteers and paraprofessionals. Students may initiate appropriate interaction with volunteers and paraprofessionals to get assistance with their learning. |

Adopted from The 2013 CPS Framework for Teaching

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|--|---|---|---|--|
| 2d: Managing Student Behavior • Expectations and Norms • Monitoring of Student Behavior • Fostering Positive Student Behavior • Response to Student Behavior | Teacher has not established standards of conduct. Teacher engages in little to no monitoring of student behavior. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and/ordisrespectful. | Teacher has established standards of conduct, but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful. | Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct most of the time. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to students' inappropriate behavior is consistent, proportionate, respectful to students, and effective. | Teacher and students establish and implement standards of conduct. Students follow the standards of conduct and self-monitor their behaviors. Teacher's monitoring of student behavior is subtle and preventive. Teacher uses positive framing to model and reinforce positive behavior for individual students. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity. |
| | 1. Teacher does not establish classroom rules for appropriate student behavior or makes no attempt to enforce them. 2. Teacher is unaware of student behavior and how it affects the classroom environment. 3. Teacher does not highlight or praise appropriate behavior. 4. Teacher does not acknowledge student misbehavior or teacher's response to student misbehavior is inappropriate. | Teacher has and refers to some classroom rules for student behavior but they are not consistently enforced. Teacher is somewhat aware of student behavior but may not check on all students. Teacher sometimes attempts to highlight and praise appropriate behavior. When appropriate, teacher sometimes attempts to redirect student misbehavior but responses are not consistent for all students or are not all appropriate in tone. | Teacher consistently refers to and enforces classroom rules for student behavior. Teacher is aware of student behavior and frequently checks on all students. Teacher regularly highlights and praises appropriate behavior. Teacher consistently and respectfully responds to student misbehavior. When appropriate, teacher redirects student misbehavior in the classroom. | In addition to the characteristics of "proficient," Students refer to and help enforce classroom rules for student behavior with one another. Students self-monitor behavior requiring minimal checks by the teacher. Students help to highlight and praise appropriate behavior among their peers. Teacher adjusts her/his response to student misbehavior so that it is appropriate for individual students' learning needs. |

Domain 3: Instruction

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|--|--|---|---|---|
| 3a:Communicating with Students • Standards-Based Learning Objectives • Directions for Activities • Content Delivery and Clarity • Use of Oral and Written Language | Teacher neither clearly communicates standards-based learning objective(s) to students nor addresses their relevance to learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is unclear or inaccurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrect, or inappropriate for the students' ages and levels of development, leaving students confused. | Teacher does not communicate the standards-based learning objective(s) to students or does not address their relevance to learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors, and/or some portions are clear while other portions are difficult to follow; explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or levels of development. | Teacher clearly communicates standards-based learning objective(s) to students and addresses their relevance to learning. Teacher clearly communicates directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and levels of development. | Teacher clearly communicates standards-based learning objective(s). Teacher guides students to articulate the relevance of the objective(s) to learning. Teacher clearly explains directions and procedures, and anticipates possible student misunderstanding. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience; students contribute to extending the content by explaining concepts to their classmates. Teacher's spoken and written language is expressive, and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' ages and levels of development; students contribute to the correct use of academic vocabulary. |
| | 1. Teacher does not convey to students what they will be learning or why. 2. Students indicate that they do not understand what they should be doing to complete a given task. Teacher does not clarify directions or the clarification is also confusing. 3. Teacher makes major content error(s) that impact(s) student understanding. 4. Teacher does not attempt to connect student's prior knowledge and interests to content. 5. Students indicate that they do not | 1. Teacher may convey to students what they will be learning but may not explain why it is important. 2. Students indicate that they need further clarification or details to complete a given task. Teacher clarifies directions. 3. Teacher may make minor content errors that sometimes impact student understanding. 4. Teacher sometimes attempts to connect students' prior knowledge and interests to content but explanations may not be clear or examples well developed. | 1. Teacher conveys to students what they will be learning and why. Teacher may reference or reinforce this explanation of what and why during the unit, lesson or activity. 2. Students indicate that they understand teacher directions by engaging in the task with only minor additional details needed from the teacher. When appropriate, teacher may model the task for students. 3. Teacher makes few to no content errors that impact student understanding. 4. Teacher regularly uses appropriate | In addition to the characteristics of "proficient," 1. When asked, students can explain what they are learning and why they are learning it. 2. Teacher anticipates and shares possibly confusing parts of the task with students and may describe strategies to help students avoid getting stuck. Students may help clarify directions for their peers. 3. Teacher uses specific strategies to enhance students' understanding of |

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| understand the content or they do |
|------------------------------------|
| not participate in class to engage |
| with it. |

- In both oral and written communication, teacher makes pronunciation, word meaning, spelling or grammar errors that impact student understanding.
- In both oral and written communication, teacher misuses words, or uses language that is too easy/broad or too challenging/specific for students' age and achievement levels.
- Students indicate that they partially understand the content and sometimes participate in class to engage with it.
- In oral and /or written communication, teacher makes minor pronunciation, word meaning, spelling or grammar errors that sometimes impacts student understanding.
- In oral and/or written communication, teacher sometimes misuses words, or uses language that is too easy/broad or too challenging/specific for students' age and achievement levels.

- and well developed examples to connect students' prior knowledge and interests to content.
- Students indicate that they understand the content and regularly participate in class to engage with it.
- Teacher uses language in oral and written communication that is nearly error free in terms of pronunciation, word meaning, spelling and grammar.
- In oral and/or written communication, teacher's word choice is purposeful and precise for students' age and achievement levels.

- big ideas in the content. Teacher may ask students to help explain the content to one another or correct each other's misunderstandings.
- Teacher asks students to consider how the content connects to their own prior knowledge and interests.
- Students indicate a desire to learn more about the content and help identify ways to do so.
- Teacher strategically models challenging or new language in oral and written communication to expand students' vocabularies and enhance their understanding of content.
- In oral and/or written communication, students use purposeful and precise language and/or the language and vocabulary of the content or discipline in class. Students may encourage one another to use this kind of language.

| Component | Unsatisfactory | Basic | Proficient | Excellent |
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| 3b: Using Questioning and Discussion Techniques • Low- and High-Level Questioning • Discussion Techniques and Explanation of Thinking • Student Participation | Teacher does not ask questions, or all questions are of low cognitive challenge, requiring only short, specific, right or wrong answers. Questions are not developmentally appropriate. Teacher does not require students to construct viable arguments. Questions are asked in rapid succession with no "wait time" for student processing and response. The discussion is irrelevant to the content under study or predominantly in the form of recitations, with the teacher mediating all questions and answers. Teacher accepts all contributions without asking students to explain or provide evidence for their thinking. Few students are listening and responding to questions and answers from either the teacher or peers. | Teacher's questions lead students through a single path of inquiry where answers are seemingly pre-determined, with few high-level or open-ended questions. Questions are not always developmentally appropriate. Questions are asked with limited "wait time." Teacher attempts to create a discussion among students to engage with the content under study, with uneven results. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and comments from their teacher or peers, and/or a few students dominate the discussion. | Teacher's questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Teacher creates a genuine discussion among students, providing adequate "wait time" for students to engage with the content under study and stepping aside when doing so is appropriate. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse. | Teacher uses a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Teacher's discussion techniques enable students to engage each other in authentic discussions about the content under study. Students formulate questions and challenge one another using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse. |
| | Teacher does not engage students in questioning or questions asked are low-level, rote, and/or only ask students to recall information. Questions are too easy or too hard for students' age and achievement levels. Teacher does not provide time between questions or between questions and answers. Teacher asks questions that are irrelevant to the content and/or does not allow students to ask questions of one another. After asking a question, teacher does not ask students to explain their answers or thinking in the content. Teacher may accept inaccurate answers. Few students participate in discussion. Teacher does not encourage further participation. | Teacher attempts to engage students in questioning but questions are mostly low-level, and/or limit students from developing deeper understandings of content. Questions are sometimes too easy or too hard for students' age and achievement levels. Teacher sometimes provides time for students to think and respond to questions. Most discussion is teacher-led but sometimes students are asked to share their ideas and questions with one another about the content. After asking a question, teacher sometimes asks students to explain their answers or thinking. Teacher may not persist in asking students to explain their thinking and/or may accept incomplete or inaccurate answers. Some students volunteer to participate in discussion. Teacher attempts to use some strategies to increase participation. | Teacher engages students in questioning by asking questions that range from low to high-level and have multiple answers. Questions are appropriately challenging for students' age and achievement levels. Teacher provides time for students to purposefully think through and respond to questions. When appropriate, students engage in discussion of the content with one another with minimal teacher mediation. After asking a question, teacher regularly asks students to defend their answers or thinking. Teacher only accepts answers that are based accurately on content knowledge. Teacher uses multiple strategies to encourage most students to participate in discussion beyond students who regularly volunteer. | In addition to the characteristics of "proficient," Teacher invites student inquiry, debate, and encourages students to reference text(s) or their own life experiences. Students may contribute to discussion by asking high-level questions themselves. Teacher uses additional strategies to encourage all students to think and respond to questions. Students initiate, lead or extend discussion of the content. Students ask one another questions, push each other to defend their answers or thinking and/or build on or challenge each other's ideas. Students encourage one another to actively participate in discussion. |

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| Component | Unsatisfactory | Basic | Proficient | Excellent |
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| 3c: Engaging Students in Learning • Alignment of Learning Objectives • Task and Text Complexity • Scaffolding and Differentiating Instruction • Pacing and Sequencing | Tasks do not align with standards-based learning objectives. Tasks and/or text require only rote responses, do not result in active engagement, and do not challenge student thinking. Teacher does not scaffold or differentiate instruction so that all students access complex, gradelevel, and/or developmentally appropriate text or tasks. The teacher's pacing of the lesson is too slow or rushed, and tasks are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content/skills. | Tasks partially align with standards-based learning objectives. Tasks and/or text minimally challenge student thinking, and result in active engagement of only some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds and/or differentiates instruction so that only some students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The teacher's grouping of students is intentional but does not lead to student mastery of the content/skills. | Tasks align with standards-based learning objectives. Tasks and text are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds and differentiates instruction so that most students access complex, grade-level and/or developmentally appropriate text and tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding. The teacher's grouping of students is intentional and leads to student mastery of the content/skills. | Tasks align with standards-based learning objectives and are tailored so virtually all students are intellectually engaged in challenging content. Tasks and text are complex and promote student engagement through inquiry and choice. Students contribute to the exploration of content. Teacher scaffolds and differentiates instruction so that all students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning. Teacher's grouping of students is intentional and students serve as resources for each other to achieve mastery of the content/skills. |
| • Grouping | 1. Teacher asks students to complete activities and assignments that do not address stated learning objectives. 2. Few students attempt to complete learning tasks. Tasks only require students to apply low level thinking skills. 3. Texts or materials are too easy and do not require students to practice new skills or deepen content understanding. 4. Tasks and/or materials are not modified to address students' learning needs. 5. Teacher delivers instruction and/or transitions to new tasks at an inappropriate pace. The order of tasks does not support students' learning needs or engagement. 6. Teacher does not group students based on the learning objectives or task. Teacher may only use one type of instructional grouping. | Teacher asks students to complete activities and assignments that sometimes address stated learning objectives. Some students attempt to complete learning tasks. Most tasks require students to apply low level thinking skills. Texts or materials are sometimes too easy and sometimes require students to practice new skills or deepen content understanding. Tasks and/or materials are sometimes modified to address students' learning needs and support some student engagement. Teacher sometimes delivers instruction or transitions to new tasks at an inappropriate pace. Sometimes the order of tasks does not support students' learning needs or engagement. Teacher sometimes groups students based on the learning objectives or tasks. Grouping may not support students' learning needs or engagement. | 1. Teacher asks students to complete activities and assignments that address stated learning objectives. 2. Most students attempt to complete the learning task. Tasks challenge students to apply an appropriate range of low and high level thinking skills. 3. Texts or materials represent appropriate challenge for students and require them to practice new skills and deepen content understanding. 4. Tasks and materials are appropriately modified to address learning needs of groups of students and support high student engagement. 5. Teacher delivers instruction and transitions to new tasks at a pace and in an order that supports students' learning needs and engagement. 6. Teacher groups students based on the learning objectives and tasks. Grouping supports students' learning needs and engagement. | In addition to the characteristics of "proficient," Teacher asks students to complete challenging and/or inquiry-based activities and assignments that address stated learning objectives, encourage in-depth study of content, and/or engage individual students. Students have input and/or choice of learning tasks and/or how to complete them. Students have input about and/or choice of texts or materials. Tasks and materials are modified to address individual student learning needs. Students have input about how modify them. Teacher adjusts pacing of instruction and transitions based on student needs or input. Teacher provides time and strategies for students to review or discuss the tasks, skills or content. Students have input about grouping and/or initiate groups that support the needs of their peers. |

| Component | Unsatisfactory | Basic | Proficient | Excellent |
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| 3d: Using Assessment in Instruction • Monitoring of Student Learning with Checks for Understanding • Assessment Performance Levels • Student Self- | Teacher does not use formative assessment, neither to check for completion of work nor to monitor progress and check for student understanding. Students cannot explain the criteria by which their work will be assessed and do not engage in self- or peer-assessment. Teacher's feedback is absent or of poor quality. | Teacher sometimes uses formative assessment to monitor progress toward student understanding of the learning objectives and/or teacher checks for completion of work rather than student understanding of the learning objectives. Students can explain some of the criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback is general and/or doesn't advance specific learning. | Teacher uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their work will be assessed; some of them engage in self- or peer-assessment. Teacher provides accurate and specific feedback to individuals and groups of students to advance learning. | Teacher fully integrates formative assessment into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self- and peer-assess to monitor their progress. Teacher and students provide individualized feedback that is accurate, specific, and advances learning. |
| Assessment • Feedback to Students | Teacher does not have a system of assessment to check student progress on learning objectives during class. Teacher does not make clear the expectations for student work. When asked, students say they do not know how their work will be evaluated. Teacher does not ask students to evaluate and/or reflect upon their own work or the work of their peers. When asked, students are unable to so. Teacher does not provide students with feedback on their work. Feedback may not be aligned to the expectations and/or is inaccurate. | Teacher sometimes uses an assessment method during class to check student progress on learning objectives. Assessments are mostly checked for completion and not understanding. Teacher attempts to make clear the expectations for student work. When asked, students say they partially understand how their work will be evaluated. Teacher sometimes asks students to evaluate and/or reflect upon their own work or the work of their peers. Some students are able to do so. Teacher attempts to provide students with feedback on their work. Feedback may be vague, unaligned to the expectations or not suggest future improvements. | Teacher regularly uses assessments during class to check student progress on learning objectives. Assessments check for understanding as well as completion. Teacher makes clear the expectations for student work and may share examples of high quality student work. When asked, students say they know how their work will be evaluated. Teacher regularly asks students to evaluate and reflect upon their own work or the work of their peers. Most students are able to do so. Teacher regularly provides individual and groups of students with feedback on their work. Feedback is aligned to expectations and suggests future improvements. | In addition to the characteristics of "proficient," Teacher uses a variety of formal and informal means to frequently check individual student progress. Teacher provides strategies for students to check their own progress on learning objectives. When asked, students can describe their own progress toward learning objectives. Teacher may align examples of high quality student work to levels of achievement with students. Students may have input on how their work will be evaluated. Students can accurately reflect and evaluate their work or the work of their peers. Students provide one another with feedback that is aligned to expectations and suggests future improvements. |

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| Component | Unsatisfactory | Basic | Proficient | Excellent |
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| 3e: Demonstrating Flexibility and Responsiveness • Response to Student Needs • Teacher's Persistence • Lesson Adjustment | The teacher ignores students' questions, needs, learning styles and interests; when students have difficulty learning, the teacher blames them or their home or the external environment for their lack of success. The teacher makes no attempt to adjust instruction during the lesson to meet student needs, even when students don't understand the content or have not mastered the skill. | The teacher attempts to accommodate students' questions, needs, learning styles and interests during instruction and accepts responsibility for the success of all students. When formative assessments show a need for intervention or enrichment, teacher attempts to adjust instruction during the lesson, but impromptu adjustments are ineffective. | Teacher accommodates students' questions, needs, learning styles and interests during instruction. The teacher accepts responsibility for student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments to instruction. | Teacher seizes opportunities to enhance learning, building on a spontaneous world or local event and/or student interests. Teacher persists in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments that individualize instruction for students. |
| | 1. Teacher does not respond when students ask questions or express interest. 2. In practice or in reflection on practice, teacher does not convey a desire to help students who experience difficulties in the learning process or need further challenge. 3. When necessary, teacher does not recognize the need to adjust strategies based on student behavior, feedback, assessment data, needs and learning styles. | 1. Teacher sometimes responds when students ask questions or express interest. Responses may be inappropriate or not advance learning. 2. In practice or in reflection on practice, teacher conveys a desire to help most students who experience difficulties in the learning process or need further challenge. Teacher does not know or may not seek strategies to help those students. 3. When necessary, teacher sometimes recognizes need to adjust strategies based on student behavior, feedback, assessment data, needs and learning styles. Teacher may not know how to adjust strategies or adjustments made are not appropriate to advance learning. | When possible, teacher incorporates appropriate responses to student questions and interests into instruction. Responses advance learning. In practice or in reflection on practice, teacher conveys a desire to help all students who experience difficulties in the learning process or need further challenge. Teacher knows or seeks and implements strategies to help those students. When necessary, teacher appropriately adjusts strategies during instruction based on student behavior, feedback, assessment data, needs and learning styles. | In addition to the characteristics of "proficient," 1. When possible, teacher identifies an appropriate "teachable moment" and uses it to further engage students in the content or learning. 2. Teacher frequently adjusts instruction and implements strategies to help individual students experiencing difficulties in the learning process or to further challenge students. 3. When necessary, teacher draws from a range of strategies to adjust instruction to meet individual student needs or challenge individual students. |

Domain 4: Professional Responsibilities

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|--|---|--|---|--|
| 4a: Reflecting on Teaching and Learning • Effectiveness • Use in Future Teaching | Teacher does not describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how practice could have been altered to improve the lesson or future similar lessons. 1. Teacher cannot describe what went well or needs improvement in a lesson. Teacher draws incorrect conclusions about what students did or did not learn from a lesson. 2. Teacher cannot describe how her/his instructional strategies impacted what students did or did not learn from a lesson. 3. Teacher does not have ideas about how to strengthen a lesson or improve instruction in the future. | Teacher accurately describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could have been altered to improve the lesson or future similar lessons. 1. Teacher can describe some of what went well or needs improvement in a lesson. Teacher may not be able to describe what students did or did not learn from a lesson. 2. Teacher can describe some of how her/his instructional strategies impacted what students did or did not learn from a lesson. 3. Teacher has some general ideas about how to strengthen a lesson or improve instruction in the future. | Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons. 1. Teacher can describe what went well or needs improvement in a lesson. Teacher can use specific examples from class to identify what students did or did not learn from a lesson. 2. Teacher can describe how her/his instructional strategies impacted what students did or did not learn from a lesson. 3. Teacher has specific ideas about how to strengthen a lesson or improve instruction in the future. | Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative practices, complete with the probable success of each aspect of practice could have improved the lesson or future similar lessons. In addition to the characteristics of "proficient," 1. Teacher can describe in detail what went well or needs improvement. Teacher cites multiple, specific examples of what individual students did or did not learn. 2. Teacher uses multiple examples from class to assess the impact of instructional strategies on individual students' learning needs. 3. Teacher has specific ideas about how well various possible lesson adjustments might work for specific students' learning needs in the future. Teacher may have ideas to increase student input, choice or inquiry in instruction. |

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| Component | Unsatisfactory | Basic | Proficient | Excellent |
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| 4b: Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning | Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records, resulting in errors and confusion. | Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records, requiring frequent monitoring to avoid errors. | Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records, requiring little monitoring to avoid errors. | Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records. |
| Non-Instructional Records | 1. Track completion of or record grades for student work 2. Monitor and support student progress on skills and content knowledge 3. File, record or track noninstructional records and information And/or the system allows many errors. | 1. Track completion of or record grades for student work 2. Monitor and support student progress on skills and content knowledge 3. File, record or track noninstructional records and information But the system allows some errors, requires too much time to maintain and/or is sometimes regularly updated. | 1. Track completion of or record grades for student work 2. Monitor, support and share with students their progress on skills and content knowledge 3. File, record or track noninstructional records and information And the system minimizes errors and time required to maintain and/or the system is regularly updated. When appropriate, the system is accessible to students. | In addition to the characteristics of "proficient," teacher uses a system in which students help to: 1. Track completion of or record grades for their work 2. Monitor and support their own progress on skills and content knowledge 3. File, record or track noninstructional records and information. |

| Component | Unsatisfactory | Basic | Proficient | Excellent |
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| 4c:Communicating with Families • Information and Updates about Grade Level Expectations and Student Progress • Engagement of Families as Partners in the Instructional Program • Response to Families • Cultural Appropriateness | Teacher does not communicate with families to inform them of class activities, to convey an individual student's progress, nor to solicit the family's support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to families' concerns, neither professionally nor in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner. Teacher's communication is one-way, not interactive. Teacher only communicates with families for behavioral concerns or about academic failure. | Teacher rarely communicates with families to inform them of class activities, to convey information about an individual student's progress, and/or to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to families' concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families. Teacher's communication is interactive only when a family member initiates communication. | Teacher regularly communicates with families in a two-way interactive manner to discuss class activities, individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program (e.g. through classroom volunteering, working at home with their child, and involvement in class projects in and out of school). Teacher responds to families' concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families. | Teacher frequently communicates with families to convey information about class and individual activities, individual student's progress and to solicit and utilize the family's support in student learning. Teacher meaningfully and successfully engages families as partners in the instructional program (e.g. through class and home volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training). Teacher responds to families' concerns professionally and in a timely manner, providing resources and solutions to address the concerns. Teacher's communication with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate. |
| | 1. Teacher does not communicate with families about what students are learning, what they are doing in class, and why they are doing so. 2. Teacher does not attempt to inform families of or involve families in classroom activities, events or assignments. 3. Teacher does not respond to families' questions or concerns. Teacher responses may be inappropriate or too late to be of use. 4. Teacher communications with families are insensitive to cultural norms and needs. | Teacher sometimes communicates with families about what students are learning, what they are doing in class, and why they are doing so. Teacher sometimes attempts to inform families of or involve families through classroom activities or events. Teacher sometimes responds to families' questions or concerns. Teacher responses are sometimes inappropriate or too late to be of use. Teacher communications with families are sometimes insensitive to cultural norms and needs. | Teacher regularly communicates with families about what students are learning, what they are doing in class, and why they are doing so. Teacher asks for and is responsive to families' input. Teacher regularly informs families of and involves families in classroom activities, events and assignments both at school and at home. Teacher responds promptly and appropriately to families' questions or concerns. Teacher communications with families are sensitive to cultural norms and needs. | In addition to the characteristics of "proficient," 1. Teacher regularly communicates individual student activities with families. Teacher uses strategies to include student contributions to communication with families. 2. Students help involve families in or inform families of classroom activities, events and assignments. Teacher may provide families with additional opportunities relevant to students' or parents' needs and interests. 3. Teacher connects families to specific information and resources to support their students' individual needs. 4. Students help make teacher communications with families sensitive to cultural norms and needs. |

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| Component | Unsatisfactory | Basic | Proficient | Excellent |
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| 4d: Growing and Developing Professionally • Enhancement of Content Knowledge and Pedagogical Skill • Collaboration and Professional Inquiry to Advance Student Learning • Participation in School Leadership Team and/or Teacher Teams | Teacher rarely, if at all, engages in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely, if ever, makes an effort to participate in team-based professional inquiry to advance student learning. Teacher does not volunteer to participate in a leadership and/or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning. | Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in teambased professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning. | Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or gradelevel/ content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning. | Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning. |
| • Incorporation of Feedback | Teacher does not seek out or participate in professional development to increase content knowledge or pedagogical skills. Teacher does not meet with relevant coworkers to meet students' needs. Teacher does not participate in school or team efforts to gather information about student progress or learning needs, test new strategies or improve instruction. Teacher does not attempt to take on leadership positions or support those who do. Teacher does not accept or respond to relevant feedback from coworkers or administrators about their instructional practice. | Teacher sometimes participates in professional development to increase content knowledge or pedagogical skills. Teacher participation may be limited to mandatory activities. Teacher may not attempt to incorporate new strategies into their instructional practice. Teacher sometimes meets with relevant coworkers to meet students' needs. When asked, teacher sometimes participates in school or team efforts to gather about student progress or learning needs, test new strategies or improve instruction. Teacher sometimes attempts to take on leadership positions or helps when asked. Teacher sometimes accepts or responds to relevant feedback from coworkers or administrators about their instructional practice. Teacher may not be able to identify how best to incorporate feedback into their instructional practice. | Teacher both seeks out and participates in professional development to increase content knowledge or pedagogical skills. Teacher attempts to incorporate relevant new strategies into their instructional practice. Teacher regularly meets with and seeks the input from relevant coworkers to meet students' needs. Teacher regularly volunteers to participate in school or team efforts to gather information about student progress or learning needs, test new strategies and/or improve instruction. Teacher takes on leadership positions when possible or regularly supports those who can. Teacher regularly accepts and responds to relevant feedback from coworkers or administrators to improve and adjust their instructional practice. | In addition to the characteristics of "proficient," Teacher regularly seeks out, shares knowledge from and/or leads professional development to increase their content knowledge and pedagogical skills and those of their peers. Teacher initiates new opportunities for collaboration with relevant coworkers to meet students' needs. Teacher initiates or leads school or team efforts to gather information about student progress or learning needs, test new strategies and/or improve instruction. Teacher regularly takes on diverse leadership and support positions. Teacher regularly seeks out and applies feedback from any relevant partners in student learning. Teacher may also provide relevant feedback to those partners. |

| Component | Unsatisfactory | Basic | Proficient | Excellent |
|--|--|---|---|--|
| 4e: Demonstrating Professionalism Integrity and Ethical Conduct Advocacy Decision-Making Compliance with School and District Regulations Attendance | Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. The teacher is not alert to students' needs, contributes to practices that result in some students being ill-served, and does not ensure that students are prepared to succeed in school, college, career, and life. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations. Teacher does not have a responsible or professional attendance record. | Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill-served. Teacher sometimes ensures students are prepared to succeed in school, college, career, and life. The teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher has a minimally responsible or professional attendance record. | Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record. | Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. The teacher is proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices so that all students, particularly those traditionally underserved, are honored in the school and prepared for success in school, college, career, and life. Teacher takes a leadership role in decision-making for the school and helps ensure that such decisions are based on the highest professional considerations. Teacher complies fully and takes a leadership role with school and district regulations. Teacher has a responsible and professional |
| | Teacher does not maintain confidentiality. Teacher does not communicate honestly with coworkers or families. Teacher is not aware or does not seek to be aware of student needs or opportunities that will support student success in the future. Teacher does not advocate for students' well-being. Teacher decision making is not based on student or school needs. Teacher does not follow school or district rules. Teacher does not follow school policies and procedures to report tardiness or absence and/or has inappropriate patterns of absence. | Teacher sometimes inappropriately shares confidential information. Teacher sometimes communicates honestly with coworkers or families. Teacher sometimes seeks to be aware of student needs and opportunities that will support student success in the future. Teacher sometimes advocates for students' well-being. Teacher decision making is sometimes based on student or school needs. Teacher follows most school or district rules most of the time. Teacher sometimes follows school policies and procedures to report tardiness or absence and/or sometimes has inappropriate patterns of absence. | Teacher maintains confidentiality. Teacher communicates honestly with coworkers and families. Teacher is aware of and regularly responds to student needs and seeks out opportunities that will support groups of students to be successful in the future. Teacher advocates for the well-being of groups of students. Teacher decision making is appropriate and based on student and school needs. Teacher follows school or district rules. Teacher follows school policies and procedures to report tardiness or absence and does not have inappropriate patterns of absence. | In addition to the characteristics of "proficient," Teacher is considered an honest and reliable leader by coworkers and families. Teacher regularly seeks out or provides additional resources to support individual students to be successful in the future. Teacher advocates for the well-being of individual students. Teacher takes a leadership role in helping to support team and department decision making based on student and school needs. Teacher provides input or leadership on school or district rules. Teacher uses strategies to minimize disruptions to learning in the event of their own absence and/or when possible, the absence of their colleagues. |

Student Learning Objective

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A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction, and assessment. This template guides teachers and evaluators through a collaborative SLO process. Portions of this template were adapted from the Center for Assessment *SLO Toolkit*. In addition, domains and components that may align with each element of the template are included from the Danielson Group *Framework for Effective Teaching* to support discussion between teachers and evaluators.

| to support discussion between teachers and evaluators. | | |
|--|--|--|
| | | |
| Educator Information | | |
| Academic Year | | |
| Educator Name | | |
| School Name | | |
| District Name | | |
| | | |
| Planning Information | | |
| Course/Subject Name | | |
| Brief Course Description | | |
| Grade Level(s) | | |
| Interval of Instruction | | |
| | | |
| Timeline and Sign-Off | | |
| Evaluator Name and Title | | |
| Initial SLO Evaluator Sign-Off | | |
| Midcourse Check-In Sign-Off | | |
| Description of changes made during the Midcourse Check-In: | | |
| | | |
| Due Date of Final SLO | | |

Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

| 1a 1c | main 1: Planning and Preparation Demonstrating Knowledge of Content and Pedagogy Setting Instructional Outcomes Designing Coherent Instruction | Domain 3: Instruction 3c Engaging Students in Learning |
|----------|---|--|
| | | |
| | Describe the learning goal. | |
| | What big idea is supported by the learning goal? | |
| | Which content standards are associated with this big idea List all standards that apply, including the text of the standards (not just the code). | 1? |
| | Describe the student population. | |
| | Describe the instruction and strategies you will use to tea this learning goal. Be specific to the different aspects of the learning goal. | |
| | Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year). | , |
| | Explain how this time span is appropriate and sufficient for teaching the learning goal. | or |

Questions to Guide Discussion

- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g., cognitive complexity)?

Element #2: Assessments and Scoring

Assessments and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

| Domain 1: Planning and Preparation 1d Demonstrating Knowledge of Resources 1f Designing Student Assessments | Domain 3: Instruction 3d Using Assessment in Instruction |
|--|--|
| Describe the assessments and evaluation p performance tasks, rubrics, teacher-created etc.) that measure students' understanding goal. | d tests, portfolios, |
| Describe how the assessments and evaluation may be differentiated to meet the needs of described in the student population. | · |
| Explain how student performance is defined using the assessments. Include the specific evaluation criteria to be used. | |

Questions to Guide Discussion

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students' actual performance through a review of available data reflecting students' starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

| 1b | main 1: Planning and Preparation Demonstrating Knowledge of Students Setting Instructional Outcomes | |
|----|---|--|
| | Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students. | |
| | Using students' starting points (i.e., baseline) identify the number or percentage of students expected at each growth target based on their assessment performance(s) (i.e., expected growth). Be sure to include any appropriate subgroups. | |

Questions to Guide Discussion

- Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal (i.e., baseline data).
- Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.

Element #4: Actual Outcomes

| 3e Demonstrating Flexibility and Responsiveness 4a Reflecting | | Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records | |
|---|---|---|--|
| 1 | | | |
| | Record the actual number or percentage of stude achieved the student growth targets. Be sure to appropriate subgroups. | | |
| Pleas | Please provide any comments you wish to include about the actual outcomes: | | |
| Requ | Required for Evaluator | | |
| | Explain how the actual number or percentage of who achieved student growth targets translates appropriate teacher rating. | | |

Element #5: Teacher Rating

| Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|
| Less than 25% of Students Met the Indicated Growth Target(s). | 25% - 50% of Students Met the Indicated Growth Target(s). | 51% - 75% of Students Met the Indicated Growth Target(s). | 76% - 100% of Students Met the Indicated Growth Target(s). |
| | | | |
| Date: | Evaluator Signature: | | |
| Date: | Teacher Signature: | | |

UCAN ACADEMY/HIGH SCHOOL

Student Enrollment

| Student: | | |
|---------------------|----------|--|
| Birthdate: | | |
| Parent(s) | | |
| Address: | | |
| Telephone: | | |
| CPS ID#: | | |
| Credits: | | |
| Enrollment Date: | | |
| Related Services: | | |
| Transportation Plan | | |
| Previous School: | | |
| IFP Data• | FIF Date | |

UCAN Tech STUDENT FACE SHEET

| | | | | CPS ID | #: | |
|---|--|--|---|--|--------------|-------|
| Name of S | tudent | | Birth date | Date 1 | Enrolled C | Frade |
| Address: | Street | City | State | ZIP | Phone | |
| Parent/Gu | nardian Name | - | Work Phone | Emer | gency Number | |
| Private Ag | ency Caseworker | | Agency/Address | | | |
| Address: | Street | City | State | ZIP | Phone | |
| DCFS Cas | eworker (if applicable) | | Office | | Phone | |
| Address: | Street | City | State | ZIP | Phone | |
| Probation | Officer (if applicable) | | Office | ······································ | Phone | |
| Diagnoses: | Educational | | Psychiatric | | Medical | |
| Medication: No Yes At school? | | | List: | Soc | . Sec. # | |
| Food Aller Allergy En ASTHMA: DIABETE Diabetes E SEIZURES Any other | ES: YesNo gies nergency Action plan di : YesNo Astl S: YesNo Typ mergency Action Plan o | scussed and nma Emerge pe 1 Ty discussed an Seizure Em | ency Action Plan discuss ype 2 d given to parent ergency Action Plan dis | ergies | o parent | |
| Other Prof | fessionals Involved with | Student: | | | | |
| Name | | Rel | ationship | | Phone | |
| Name | | Rel | ationship | | Phone | |
| Surrogate Discharg | | Ado | dress Reason: | | Phone | |

Student Face Sheet Rev. 3/16/09

Rev. 01/2014 Chicago Public Schools

Request for Emergency and Health Information

| School Name: | | | | | |
|--|---|--|------------|--|---|
| PARENTS/GUARDIANS: change in this information, | | ve on file emergency information that can be he school in writing. | used to | contact you. Please print c | <u>learly</u> . Whenever there is a |
| Student ID# | Last Name | First Name | | Middle Name | Homeroom # |
| Birth Date (mm/dd/yyyy) | Student Home Add | ress | | | Student Home Phone # |
| | Confidential Ir | nformation Box 1 | | Confidential I | nformation Box 2 |
| situation if you are a youth n with enrollment and may ena | o it reflects your child's ot living with a Parent able the student to recement in a car/park | or Guardian. (Your answer will help school st ive additional services.) Check one box: | | Is there a current Order of 1 Order which concerns this School Note: If "Yes," 1 | Protection or No Contact student? Yes No No Collow CPS Policy 704.4 |
| School Note: If any box is | | • | | _ | rmation in <i>Legal Alert</i> field rmation, as needed, in SIM. |
| | | tact Information: Add extra contacts on | n the back | c of this form, if needed. | , , |
| | | Parent/Guardian Contact | | Parent/Guardi | an Contact |
| Contact Name | | | | | |
| Relationship to Student | | | | | |
| Check all that apply. | Lives With | ☐ Gets Mailings ☐ Permission to Pickup | | _ | Gets Mailings Permission to Pickup |
| Home Address, if different from student's | | | | | |
| Home Phone Number, if different from student's | | | | | |
| Cell Phone Number | | | | | |
| Email Address | | | | | |
| Name and Address of Employer | | | | | |
| Work Phone Number | | | | | |
| * Communication Language | | | | | |
| * CPS communicates via pho are English and Spanish (not | | nguage that should be used to communicate wion availability). | ith you. I | Languages available for mass | s communication at this time |
| List the name of a rela | ative or neighbor | who can also be notified in an eme | rgency | and has permission to | o pick up the student: |
| Name | Но | me Address | Tel | lephone # | Relationship |
| Family Doctor's Name | , Address, and Pl | hone Number: I authorize you to call | l my fan | nily doctor, if necessary, | , in an emergency. |
| Student Health Insura | | | | | |
| | • | s medical ID # | | | located on back of card) |
| · · | | the Illinois Medical Card/All Kids? Yes | □No |) | |
| Private/Employer Health l | | | | | |
| Children of Military Po | | | | | |
| | | oranch of the armed forces of the United States or expect to be deployed to active duty during to | | | |
| I certify that the information o | n this form is correct: | | | | |
| | | (Par | rent/Gua | rdian Signature) | (Date) |



Statement of Client Rights and Responsibilities

Client's rights are guaranteed to all UCAN clients and will be explained to them, using a language or a method of communication understood by the client. All programs and personnel of UCAN shall recognize and respect the following rights of clients:

Overall Quality and Accessibility of Services

- 1. Every client has the right to fair and equitable treatment
- 2. Every client has the right to culturally competent care, which:
 - Recognizes and accepts variations in cultural practices and values
 - Supports a client's freedom to express and practice cultural, religious or spiritual beliefs
 - Accommodates the written and oral communication needs of clients
- 3. Every client has the right not to be denied services because of age, gender, race, religious belief, ethnic origin, sexual orientation, marital status, physical or mental disability, or criminal record that is unrelated to present dangerousness.
- 4. Every client has the right to receive services that are accommodating to the client's disabilities as required by the American With Disabilities Act, section 504 of the Rehabilitation Act and the Human Rights Act [775 ILCS 5].
- 5. While receiving services, clients will be free from abuse, neglect and exploitation by our staff.
- 6. No client shall be subjected to any unusually hazardous services.
- 7. Research or experimental services will not be conducted without the client's written and informed consent.
- 8. Every client has the right to be provided all UCAN services in the least restrictive setting.
- 9. Justification for restriction of a client's rights shall be documented in the client's record. Documentation shall include a plan with measurable objectives for restoring the client's rights that is signed by the client or the client's parent or guardian, the QMHP and LPHA. In addition, the client affected by such restrictions, his or her parent or guardian, as appropriate, and any agency designated by the client pursuant shall be notified of the restriction and given a copy of the plan to remove the restriction of rights.
- 10. In the following cases, UCAN employees will contact legally authorized personnel:
 - Suspected or known child abuse/neglect
 - The client becomes a threat to self or others

Assessment and Service Planning

- 1. Every client has the right to participate in service decisions, including the right to:
 - An individualized treatment plan, which is developed and reviewed with them and/or their guardian.
 - Request an in-house review of their care, treatment, and service plan; and
 - Inspect and obtain a copy of his/her clinical records in accordance with established procedures.

Revised: 7/23/14

- 2. Every client has the right to be provided with a reasonable explanation of all aspects of his/her condition and treatment, in order to make informed choices.
- 3. Every client has the right to refuse services, treatment or medication not essential to a court and/or guardian approved plan of treatment. Clients will be informed about the consequences of such refusal.
- 4. Clients will be informed about the consequences of refusal of services, including the refusal of court and/or guardian approved plans for treatment.
- 5. Prior to service delivery, clients have the right to be informed and to receive a schedule of any applicable fees and expenses that may apply or be incurred.

Information Management

- 1. No information will be released to or sought from any other agency unless client has signed a form consenting to the release of specifically identified confidential information to or from any other agency. Exceptions are in cases of emergency, imminent risk of harm, death, or disease to the client or others, or as may otherwise be required by law. The rights of clients to confidentiality can be found in UCAN's Policy on Confidentiality, which a copy can be requested by a client or guardian at any time.
- 2. All statistical data collected for reporting purposes to funding and monitoring agencies shall be processed, to the extent feasible, in a way that protects the identity of the individual client, except for reporting to insurance companies. Information will be released to insurance companies upon client consent on the usual company consent form.

Grievances and Complaints

- 1. Every client or guardian has the right to present grievances up to the highest level possible in the agency. The client or guardian will be informed on how his or her grievances will be handled by the agency. A record of such grievances and the response to those grievances shall be maintained by UCAN. The executive director's decision on the grievance shall constitute a final administrative decision except when such decision are reviewable by UCAN's governing board, in which case the governing board's decision is the final authority at the provider level. A detailed description of this process is found in UCAN's Policy on Client Rights & Grievance. A copy of this policy and the associated procedure will be provided at the initiation of services and can be requested by a client or guardian at any time.
- 2. Every client has the right to register complaints to outside organizations, such as the Guardianship and Advocacy Commission, Equip for Equality, DCFS or other relevant agencies. UCAN will offer assistance to clients to contact these agencies and provide clients with the address and phone number for these agencies.
 - Guardianship and Advocacy Commission 160 N La Salle St, Suite 500 Chicago, IL 60602 866-274-8023
 - Equip for Equality
 20 North Michigan Avenue, Suite 300
 Chicago, IL 60602
 312-341-0022

3. Every client has the right to register complaints with the public payer, or its designee, and to be informed of the public payer's process for reviewing grievances.

When UCAN is acting as a placement provider:

- 1. Every client has the right to maintenance, including nutrition, clothing and shelter in a clean and safe environment.
- 2. Every client has the right to maintain ties with his/her family and significant others, through visitation and telephone contact, unless restricted by court or for clinical purposes by a physician order.
- 3. Every client has the right to be free from exploitation, fear, injury, neglect, abuse and sexual exploitation.
- 4. Every client has the right to be provided with opportunities for healthful physical exercise and recreational activities, including some free, unscheduled leisure time.
- 5. Every client has the right to be provided with opportunities to establish close personal relationships with other children and with caring adults.
- 6. Every client has the right to enjoy freedom of thought, conscience and religion; including access to his/her preferred religious services.
- 7. Every client has the right to maintain personal property and to have a place for safe storage of property.
- 8. Every client has the right to receive an education appropriate to his/her individual abilities and educational needs.
- 9. Every client has the right to prompt medical care and for the prevention, diagnosis, and treatment of medical, dental and mental health problems.

Client Responsibilities:

As a client of UCAN, I recognize my responsibility to:

- 1. Participate in services specified in my treatment plan. This includes compliance with reasonable rules and requests of agency staff. Lack of participation or failure to comply may result in dismissal from services or treatment.
- 2. Not engage in violent or destructive behaviors or threats towards staff, other clients, volunteers, visitors or property of UCAN. I understand that such behaviors may constitute grounds for dismissal from treatment and possible criminal prosecution.
- 3. Honor the confidentiality of others, when my participation in programming includes group services.
- 4. Provide relevant information as a basis for receiving services and participating in service decisions.

| Services will not be denied, reduced, suspended or terminated for clients exercising their rights. If any of the above rights are to be restricted, this will be justified and documented in the case file, and the client, guardian and any other agency designated will be notified. | | | | |
|--|---------------------------|--|--|--|
| I have received a copy of my rights, and I have had these rights explained to method of communication that I understand. | me in a language or | | | |
| CLIENT NAME (PRINTED): | | | | |
| CLIENT ID (If applicable): | | | | |
| Client Name / Signature | Date | | | |
| | | | | |
| Guardian Name / Signature (if client is under 18) | Date | | | |
| I have explained the above client rights to the client and it is my belief th these rights. | at the client understands | | | |
| Staff Name / Signature | Date | | | |

Client's rights are guaranteed to all UCAN clients in accordance with the Mental Health & Developmental Disabilities Confidentiality Act, Chapter 2 of the Illinois Mental Health Developmental Disabilities Code and the Health Insurance Privacy and Portability Act of 1996, the UCAN Policy on Confidentiality and the UCAN Policy on Clients Rights and Grievances, and the IDCFS Rules & Regulations. The rights of clients to confidentiality shall be governed by the Mental Health and Developmental Disabilities Confidentiality Act (III. Rev. Stat. 1989 Ch.91-1/2, Par. 801 Et. Sq.) and found in UCAN's Policy on Confidentiality.

For clients that are not part of our 24 hour placement programs, please indicate the hours that

services are available below.

Revised: 7/23/14

UCAN Tech HOMEWORK POLICY

POLICY:

UCAN Tech believes that homework is a necessary component in a child's education and should be regularly assigned to all students. The homework should be a sequence of well-planned, meaningful assignments for completion during out-of-class time. The specific amount and frequency of assigned homework should be generally based on student needs, interests, and the content of the instructional program.

Homework should be assigned in order to accomplish the following:

- Provide reinforcement, practice, application and enrichment of what is learned in class
- Prepare students for class participation
- Develop independent and responsible work and study habits
- Extend learning activities beyond the school hours
- Provide an opportunity for student creativity
- Foster a closer relationship between home and school
- Provide opportunities for the student to gain experience in the utilization of community resources
- Provide for positive on going parental involvement in the student's education.

PROCEDURE:

UCAN Tech utilizes the following time allocations as a guideline* for teacher-directed homework assignments:

High School

20-30 minutes/day/class

• Not to exceed 2-2 ½ hours in total

Students are expected to complete all homework assignments. They are to make the necessary corrections on the returned homework and share with their parents the teacher's evaluation of homework assignments. They are to seek help, as needed, from parents and teachers.

^{*}Individual student need may dictate more or less time than the suggested guideline.

Parents are to provide space and quiet time for their child to complete the homework each night. They should monitor that the homework is being done and review the corrected homework returned by the teacher. Parents should assist their children in the utilization of community resources, such as libraries, which can be helpful to the student when completing homework. Finally, parents should contact the teacher if there are any problems with homework.

Teachers are responsible for planning and implementing the homework in their classroom. They are to develop a record-keeping/monitoring system and review all homework; to grade all work, noting areas for correction; and to return all collected assignments promptly. Homework activities should be for reinforcement, practice, application, enrichment, and creativity. Teachers are to share the homework plan with students and parents and provide instruction in appropriate study habits and strategies. Homework is to be explained to students, and if specific materials are needed, teachers are to make sure that students are able to obtain the materials.

Principal is responsible for developing, implementing, and monitoring the homework policy. The principal defines the relationship between subjects and grades and provide inservice sessions for the staff on the homework policy.

UCAN Tech

Contraband / Illegal Possessions Guidelines and Procedures

"Contraband" is defined as any item that may lead to bodily injury or cause a disruption of school operations. These include, but are limited to:

- Electronic devices (i.e. Mp3, IPod, Game boy, Play Station Palm, or any other gaming system) other than calculators.
- Cell phones and pagers used in the time between the opening and closing bells (8:00- 2:45)
- Chains, or other clothing and accessories which might prove dangerous
- Music devices with speakers
- Obscene printed, video, or digital materials.
- Cigarettes, lighter, etc
- Drug/gang related items
- Any toy that creates a disturbance in the classroom or on school grounds
- Permanent markers
- Blunt objects (i.e. sticks, pipes, poles, and the like)

Students caught with contraband items will be warned and the item will be confiscated by the educator that sees it. On the first offense, a contraband item will be turned into the possessions bin located with the Behavior Intervention staff where the student can pick it up at dismissal. Continuous violations of the *UCAN Tech Contraband/ Illegal Possessions Guidelines* could result in confiscation of item. Items confiscated will be kept in the Behavior Intervention safety cabinet in office and will only be returned to parent or legal guardian.

Students that are observed with any of these items during school hours will receive a consequence in accordance with the *UCAN Tech and Chicago Public School Student Code of Conduct* policies. Minors or students under the age of 18 will not be allowed to possess any tobacco products or paraphernalia. Minors that turn in any tobacco products and/or paraphernalia will not have any of their tobacco products returned for it is in violation of state law.

With the help of our valued parents and dedicated staff, we will continue to build UCAN Tech into a school of structure, safety, consistency, and most importantly a school with a positive learning environment. Any questions can be directed to the Dean of Students or the Behavior Intervention supervisor.

"Illegal Possessions" is possession for which criminal sanctions are provided because the property may not lawfully be possessed or may not be possessed under certain circumstances. These items include:

- Narcotics (i.e. marijuana, crack cocaine, heroin, ecstasy, etc.)
- Pirated DVDs, clothes, shoes, or purses.

- Mace, pepper spray
- Guns, knives, or any other illegal weapons.
- Fireworks or any type of explosive devices.

Students caught with any illegal items will have items confiscated and the Chicago Police Department may be called.

*****We will not be responsible for lost or stolen items that students have in their possession while on school grounds.

BYLAWS of UHLICH CHILDREN'S ADVANTAGE NETWORK (UCAN)

ARTICLE I. Name and Office

- 1.1: The name of the Corporation is Uhlich Children's Advantage Network (hereinafter referred to as UCAN or the "Corporation"). UCAN is an Illinois nonprofit corporation.
- 1.2: UCAN shall maintain an office and registered agent within the State of Illinois, and such other offices as the Board of Directors may determine.

ARTICLE II. Mission

2.1 Statement of Vision.

Youth who have suffered trauma can become our future leaders.

2.2: Statement of Mission.

UCAN strives to build strong youth and families through compassionate healing, education and empowerment.

- 2.3: Statement of Core Values.
 - We hold true the belief that healing is possible and providing care with compassion is essential to our work.
 - We challenge all individuals to become advocates for justice.
 - We believe that integrity and honesty are the cornerstones of our work.
 - We honor the intrinsic value of all people and believe inclusiveness is a strength.
 - Providing youth a voice is a personal healing experience as well as a chance to advocate for others. Excellence derives from knowledge, hard work and innovation.
 - We strive for fairness and equality for our clients and in our workplace.
 - Financial viability is necessary and requires control and individual responsibility.

2.4: Restrictions.

The following require approval from the congregation of St. Pauls United Church of Christ (hereinafter referred to as "St. Pauls UCC"), currently located at Fullerton Parkway and Orchard Street, Chicago, IL regarding the following:

- a. Significant changes in Statements of Vision or Mission
- b. Significant changes in the Statement of Core Values
- c. Sale of all or substantially all of the Corporation's physical properties
- d. Change in tax status
- e. Dissolution and disposition of assets.

ARTICLE III. Board of Directors

- 3.1: The number of Directors will be:
 - a. Not less than 20; not more than 25 (not to include *ex officios*).
 - b. President/CEO is an *ex officio* non-voting member of the Board who is counted for quorum purposes.
 - c. A Pastor of St. Pauls UCC is an *ex officio* voting member of the Board who is not counted for quorum purposes.

d. The President of the UCAN Auxiliary Board is an *ex officio* non-voting member of the Board who is not counted for quorum purposes.

3.2: Responsibilities of the Board of Directors:

- a. Attend scheduled meetings of the Board, consistent with maintaining their personal schedules, and participate actively on a board committee where his/her expertise may benefit the committee.
- b. Act as Directors of UCAN on behalf of its donors and/or funding sources.
- c. Determine goals and objectives in a strategic planning process to accomplish the Mission of UCAN.
- d. Establish policies, other general guidelines and limits for UCAN's operation.
- e. Employ, evaluate and terminate the President/CEO.
- f. Provide general supervision and oversight of the finances of UCAN.
- g. Support major UCAN events by their attendance and/or financial support.
- h. Support annual "give or get" policy of \$5,000.00.

3.3: Restrictions on Gifts:

UCAN has a policy that prohibits the receipt by the Board of Directors or members of the Board of any gift or other offering of more than nominal value, and any offering that might be considered as influencing the performance of UCAN's business. Each Director will be required to annually confirm this code in writing.

3.4: Election of Board Members.

The Directors' term of office shall be for three (3) years, from January 1 to December 31. A Board Development Committee of the Board shall nominate candidates for the Director positions to be filled, maintaining a significant and meaningful number of directors who are members from congregations of the Illinois Conference of the United Church of Christ (the Illinois Conference) or from congregations that are in a "Full Communion Relationship" with the United Church of Christ. We also encourage members from other communities of faith to serve on the Board of Directors.

Directors shall be elected by a majority vote of those members of the Board attending any duly convened Board meeting at which a quorum is declared to exist. Directors shall serve three-year terms, and those terms shall be staggered so that one-third (1/3) of the Board shall be elected in any given year.

The Board Development Committee will be responsible for obtaining Board member approval for Board nominees.

3.5: The Chairperson shall appoint a Nominating Committee of not less than three (3) Directors to make recommendations of Board Officers for expiring terms.

3.6: Designation of Officers.

The elected officers will be a Chairperson, two (2) Vice Chairpersons, a Secretary and a Treasurer. The appointed officer shall be the President/CEO.

3.7: Executive Committee.

The Executive Committee will consist of the five (5) elected officers and the President/CEO. The Chairperson of the Board will also act as Chairperson of the Executive Committee. One additional Director may be appointed at large to the Committee at the discretion of the Chairperson.

3.8: Responsibilities of the Executive Committee.

The Executive Committee of the Board is accountable to the full Board of Directors. Copies of the minutes of the Executive Committee meetings shall be transmitted to the Board for the Board's approval.

The Executive Committee shall:

- Recommend President/CEO's compensation to the Board of Directors and perform annual reviews of the President/CEO.
- b. Act on behalf of the Board in-between Board meetings, subject to ratification by the full Board of Directors.
- Enter into contracts as outlined in the Fiscal Policy developed by the Finance & Property Committee of the Board.
- d. Carry out other duties as the Board may deem applicable.

3.9: Life Directors.

The Board of Directors may from time to time consider individuals for appointment to the designation of Life Director. The specific criteria used in considering an individual as a Life Director may be established, from time to time, by the Board of Directors provided, however, only individuals who have distinguished themselves on behalf of UCAN with significant service or resources shall be considered.

Upon due consideration and appointment by the Board of Directors, the designation of Life Director shall be of an honorary nature and not confer any of the duties or rights of an elected Director. As implied in the designation, an appointment as a Life Director shall be for the life of an individual. Notwithstanding the foregoing, any individual designated as a Life Director shall not be precluded from serving as an elected Director.

ARTICLE IV. Meetings.

4.1: Regular Meetings.

The Board shall hold regular meetings for the transaction of business approximately six (6) times per year. The March meeting shall be designated the Annual Meeting.

4.2: Quorum and Manner of Acting.

A majority of those Directors then in office shall constitute a quorum. An affirmative vote by the majority of those present at any meeting at which a quorum is present shall be an act of the Corporation unless a greater number is required by these Bylaws or by resolution of the Board of Directors.

4.3: Special Meetings.

Special meetings of the members may be called by the Chairperson and shall be called by the Chairperson at the request, in writing, of a majority of the Directors. Such requests shall state the purpose or purposes of the proposed meeting.

4.4: Executive Committee Meetings.

Executive Committee meetings will be called by the Chairperson no less than one (1) time per year.

ARTICLE V. Duties of the Board.

5.1: General Conditions.

Officers of the Board shall be voting members of the Board and the Executive Committee.

5.2: Duties of the Chairperson:

The Chairperson of the Board of Directors shall be elected by the Board at its regular meeting prior to the incumbent Chairperson's term expiring.

The Chairperson shall preside at all meetings of the Board of Directors and conduct such meetings in accordance with the current edition of Robert's Rules of Order. The Chairperson shall see that the Bylaws are enforced and perform such duties as may be prescribed from time to time by the Board of Directors.

The Chairperson shall appoint the standing committee members and such other special committees, i.e., ad hoc, as the Board of Directors may authorize from time to time, and will dissolve ad hoc committees at his/her discretion.

The Chairperson will have the authority and responsibility to sign contracts and authorize financial commitments as outlined in the Fiscal Policy developed by the Finance & Property Committee of the Board of Directors.

5.3: Duties of the Vice Chairpersons:

There shall be two Vice Chairpersons of the Board of Directors, who shall be elected by the Board at its regular meeting prior to the incumbent Vice Chairperson's term expiring. In the anticipated absence of the Chairperson, the Chairperson will designate which Vice Chairperson shall perform the duties of the Chairperson. In the unexpected absence of the Chairperson, the Executive Committee will designate which Vice Chairperson shall perform the duties of the Chairperson.

The Chairperson will appoint one Vice Chairperson to be the Chair of the Board Development Committee and will appoint the other Vice Chairperson to be Chair of the Program Committee.

5.4: Duties of the Secretary:

The Secretary of the Board of Directors shall be elected by the Board at its regular meeting prior to the incumbent Secretary's term expiring.

The Secretary shall, by designation, issue notices of all meetings to the Board of Directors, and shall keep minutes of the Board of Directors, which minutes shall be open to inspection by the corporate body at all reasonable times.

The Secretary shall, by designation, attend to such correspondence for the Board as shall be necessary. The Secretary is the custodian and keeper of all corporate records and of the corporate seal.

The Secretary will have the authority and responsibility to sign contracts and authorize financial commitments as outlined in the Fiscal Policy developed by the Finance & Property Committee of the Board of Directors.

The Secretary will periodically review the Bylaws for consistency with operations and content and make recommendations regarding the need for revisions. The Bylaws shall be reviewed in full every five (5) years.

5.5: Duties of the Treasurer:

The Treasurer of the Board of Directors shall be elected by the Board at its regular meeting prior to the incumbent Treasurer's term expiring.

The Treasurer will serve as the Chairperson of the Finance & Property Committee of the Board of Directors.

The Treasurer shall, by assignment and/or designation, receive all monies and securities belonging to the Corporation except those specifically designated for the operation of UCAN and shall make such disposition of same as shall be designated by the Board of Directors. The Treasurer shall perform such other duties as may be assigned by the Board. The Treasurer shall be bonded in such amount as the Board of Directors from time to time shall determine.

The Finance & Property Committee of the Board of Directors recommends, with Board approval, the annual Budget and auditors of the financial statement at the close of each fiscal year.

The Treasurer will have the authority and responsibility to sign contracts and authorize financial commitments as outlined in the Fiscal Policy developed by the Finance & Property Committee of the Board of Directors.

ARTICLE VI. Tenure & Requirements of Board and Officers.

6.1: General tenure of Board members will be for staggered three-year terms.

6.2: Election of Officers:

- a. Officers will be elected to two-year terms by the Board of Directors each June.
- b. Election of officers will be staggered (e.g., Chairperson, one Vice Chairperson and Secretary one year; one Vice Chairperson and Treasurer in the alternate year).
- c. Elected officers cannot serve in the same office for more than four (4) consecutive years.

6.3: Board and Officer Vacancies.

Vacancies will be filled by an election by the Board of Directors to finish the year term of the Director or officer who vacated the position.

6.4: Appointments.

The Chairperson is authorized to make special advisory appointments and allow invited guests to attend Board meetings.

6.5: Removal of Directors.

- a. The following are reasons for removal from the Board:
 - 1. Conflict of interest;
 - 2. Unethical or inappropriate behavior that is inconsistent with UCAN's Mission;
 - 3. Failure to support UCAN's Mission;
 - 4. Failure to carry out a Director's fiduciary responsibilities; or
 - 5. Other reasons which, in the sole discretion of the Executive Committee, are in the best interests of the Corporation.
- b. Removal proceedings shall be initiated upon the Executive Committee's recommendation to the Chairperson. Except as provided in subparagraph c below, removal shall occur only upon a majority vote of the full Executive Committee. The Chairperson shall report the results of any removal proceedings to the Board at the next regularly scheduled Board meeting, at which time the Board shall vote to ratify the removal.
- c. In the event the Chairperson concludes that a Director's acts or omissions represent an immediate threat to UCAN's Mission, Values or UCAN's ability to serve its clients, the Chairperson may, upon written or other notice to the Director, suspend a Director until such time as the Executive Committee can commence removal proceedings as described in subparagraph b above. The Executive Committee shall commence removal proceedings no later than 30 days following the Director's suspension.
- 6.6: Attendance at Board Meetings.

It is expected that all Board members will attend all meetings of the Board of Directors. The Chairperson should be notified of any absences and can respond to absences accordingly.

ARTICLE VII. Standing Committees.

7.1: The purpose of each Standing Committee is to develop and review policies related to their area of responsibility and to make recommendations to the Board of Directors in matters pertaining to their responsibility. Each committee will focus on, but not be limited to, their area of responsibility as defined by the Board of Directors.

The Standing Committees of the Board of Directors are:

Finance & Property;

Human Resources;

Program;

Resource Development & Marketing; and

Board Development.

- 7.2: Composition of committees will be as follows:
 - a. The minimum size of a committee will be three (3) members.
 - b. The Chairperson can assign/dissolve ad hoc committees.
 - c. The Board must approve new Standing Committees
 - d. Individuals who are not Board members can be appointed to serve on committees.
 - e. Individuals who are not Board members are recommended to their position by the Committee Chairperson and are approved by the Board.
 - f. All Committee Chairpersons must be elected Board members.
- 7.3: Standing Committees will meet at a minimum of two (2) times per year.

ARTICLE VIII. Advisory Councils/Auxiliaries.

- 8.1: Advisory Councils can be created at the discretion of the President/CEO of UCAN, with the approval of the Board of Directors. Advisory Councils will report to the President/CEO or his/her designee.
- 8.2: Auxiliaries can be created at the discretion of the President/CEO of UCAN, with the approval of the Board of Directors. Auxiliaries will report to the President/CEO or his/her designee.

ARTICLE IX. Fiscal Affairs.

9.1: Fiscal Year.

The fiscal year shall commence with the first day of July of each year and end with the 30th day of the following June.

9.2: Fiscal Matters.

The Board of Directors is responsible for development and adherence to fiscal policies, including investment and asset management, and are responsible for the overall protection of the assets of UCAN.

The Board will make policy decisions regarding all financial matters; the Executive Committee will make such decisions in emergency situations.

The Annual Budget will be reviewed by the Finance & Property Committee and will be approved by the Board.

The Board of Directors will adhere to the Fiscal Policy developed by the Finance & Property Committee with regard to, but not limited to:

Contracts:

Loans:

Checks and Drafts: and

Deposits.

9.3: Waivers and/or Reduction of Fees.

It is UCAN's goal and policy to operate its programs without relying on fees paid by individual clients. UCAN recognizes, however, that fees may be charged to clients for the purpose of funding UCAN's programs, not with a view toward a profit. It is UCAN's policy and practice that any such fees are reduced or waived based on an individual's ability to pay.

9.4: Dissolution.

In the event the charitable work of the Corporation is discontinued at any time in the future and the Corporation dissolved, all assets of the Corporation shall be transferred or conveyed to, and become the property of St. Pauls UCC.

9.5: Liability Limitation.

The Illinois Conference and the United Church of Christ are not responsible or liable for any liability arising out of the operation of UCAN or any of its services.

ARTICLE X. Rules of Order.

10.1: Parliamentary Authority.

Roberts Rules of Order, Newly Revised, shall govern the meetings of the Board of Directors when not inconsistent with these Bylaws.

10.2: Voting.

Directors or committee members may participate in and act at any meeting of the Board or committee through the use of a conference telephone or other electronic communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

ARTICLE XI. Amendments & Changes.

11.1: Process.

These Bylaws may be amended by the Board of Directors at any regular or special meeting called for that purpose, by a two-thirds majority vote of the members of said Board. Five (5) days written notice of any proposed written amendment shall be given to each member of the Board by the Secretary of the Board of Directors.

Any change or amendment that adds, changes or deletes the role or responsibility of St. Pauls UCC relative to UCAN must be approved by the members of St. Pauls UCC, so long as such approval is not preempted by UCAN's Articles of Incorporation.

11.2: Review of Bylaws.

The Statements of Vision, Mission and Core Value, and Bylaws will be reviewed at least every five (5) years by the Board of Directors.

ARTICLE XII. Indemnification of Officers, Directors, Employees & Agents.

- 12.1: UCAN shall have the power to indemnify any person who was or is a party or is threatened to be made party to any pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than action by or in the right of UCAN) by reason of the fact that such person is or was a Director, officer, employee or agent of UCAN or a related corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorney's fees), judgments, fines and amounts paid in settlements actually and reasonably incurred by such person in connection with such action, suit or proceeding if such person acted in good faith and in a manner that such person reasonably believed to be in or not opposed to the best interest of UCAN, and with respect to any criminal action or proceeding, had not reasonable cause to believe his/her conduct was unlawful. The termination of any action, suit or proceeding by judgment or settlement, conviction or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interest of UCAN, with respect to any criminal action or proceeding, had reasonable cause that such conduct was unlawful.
- 12.2: UCAN shall have power to indemnify any person who was or is a party or is threatened to be made party of any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of UCAN, or is or was serving at the request of UCAN as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorney's fees)

actually and reasonably incurred by him in connection with the defense or settlement of such action or suit if such person acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of UCAN and except that no indemnified person shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to UCAN unless and only to the extent that the court in which such action or suit was brought shall determine upon application that despite adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the court shall deem proper.

- 12.3: Any indemnification under Sections 12.1 and 12.2 (unless ordered by the court) shall be made by UCAN only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances because such person has met the applicable standard of conduct set forth in Sections 12.1 and 12.2. Such determination shall be made:
 - 1.] by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding; or
 - 2.] if such a quorum is not obtainable, or even if obtainable, a quorum of disinterested directors so directs by independent legal counsel in a written opinion; or,
 - 3.] by the congregation of St. Pauls UCC.
- 12.4: The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any contract, agreement, vote of shareholders or disinterested directors or otherwise, both as to action in such person's official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.
- 12.5: UCAN shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent for UCAN or is or was serving at the request of UCAN as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any capacity, or arising out of his status as such, whether or not UCAN would have the power to indemnify him against such liability under the provisions of this Article.

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

| 1. | Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization: Yes No No |
|----|---|
| | If yes, please list and describe: |
| | |
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or alternative school? |
| | To Ensure school runs smoothly |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative school? |
| | I serve ON UCAN BOARD ALREADY |
| 4. | Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? |
| | I serve on UCAN RUARD ALREADY |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and program? |
| | To Assist Those AT RISK TO 62T A Decree |
| 6. | As a Board member, how do you assess whether a school is (or is not) achieving its mission? |
| | High School GRASUATION RATES |
| 7. | Describe the role that the Board will play (or currently does play) in the school's operation. |
| | To ENSURE IT RUNS SMOOTHLY |
| 8. | How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? |
| | Bring it up AT BOARD MEETING |

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

| 1. | Please indicate whether you are currently or have previously served on the Board of a school |
|----|---|
| | or any non-profit organization: |
| | Yes |
| | No |
| | If yes, please list and describe: |
| | UCAN |
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or |
| | alternative school? |
| | To provide input and help in decision making for the management team of the organization |
| | |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative school? |
| | It is a natural, complementary addition to the vision and mission of UCAN. |
| 4. | |
| | contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? |
| | ent graduates in the Finance industry. I understand the importance of developing youth. |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and program? |
| | The mission is consistent with UCAN's overall mission to give troubled youth an opportu |
| 6. | As a Board member, how do you assess whether a school is (or is not) achieving its mission? |
| | Graduation rates and tracking the further success of students post graduation |
| 7. | Describe the role that the Board will play (or currently does play) in the school's operation. |
| | make decisions and recommendations, both financial and organizational, based on result |
| 8. | How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? |

I would recommend that this individual was relieved of his/her duties immediately.

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

program?

| 1. | Please indicate whether you are currently or have previously served on the Board of a school |
|----|--|
| | or any non-profit organization: |
| | Yes |
| | No |
| | If yes, please list and describe: |
| | I am currently a Board member of UCAN, and Chairman of UCAN's Human |
| | Resources Committee. I also serve as a Board member of Salute Inc., a not-for-profit |
| | organization serving the economic needs of returning military. In addition, I am a |
| | Committee member of two HR related committees within my current employer not- |
| | for-profit organization, NorthShore University HealthSystem. |
| | |
| | |
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or |
| | alternative school? |
| | Become knowledgeable of UCAN's vision and mission, and utilize my professional |
| | experience and skills to advise, provide support and expertise to the UCAN Board as |
| | needed and requested, and provide financial support on an annual basis. |
| | |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative |
| | school? |
| | Serving as a member of charter or alternative school enables me to be a part of an |
| | organization that provides positive change, services and development to the youth in |
| | designated community-based programs. |
| | |
| 4. | Why do you believe that you are qualified to serve as a Board member of a public charter, |
| | contract, or alternative school? What previous experience, skills, or background do you have |
| | that is relevant to serving on the Board of the proposed charter, contract, or alternative |
| | school? |
| | In my role as Chief Human Resources Officer, my purpose is to provide leadership |
| | and direction to an HR staff that enables employees to perform at their highest levels, |
| | and become the best version of themselves. This experience and insight has prepared |
| | me to provide guidance to the UCAN leaders and staff that will strengthen their |
| | capabilities for developing the youth served by UCAN. |
| | |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and |

To build youth leadership skills, provide active participation opportunities for youth in various aspects of their development and growth, provide resources for learning

through sustainable learning education practices and techniques.

6. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

Through youth/student participation in UCAN learning opportunities, through student academic outcomes, through drop-out rates.

7. Describe the role that the Board will play (or currently does play) in the school's operation.

To provide direction, oversight, guidance and financial support.

8. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Would approach the Chairman of the Board, or Vice-Chair to inform of the developments, and request an investigation be conducted.

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

| 1. | Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization: Yes No If yes, please list and describe: |
|----|---|
| | UCAN President's Board |
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or alternative school? |
| | To oversee the mission and vision of the organization |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative school? |
| | help students develop a pathway-to-career approach to help young adults become active rticipants in the global economy |
| 4. | Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? |
| | My work in the construction industry will provide a basis for overseeing and maintain the physical plant required to serve the students |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and program? |
| | UCAN Tech's pathway-to-career approach will focus on technology to help young adults become active participants in the global economy. UCAN Tech will work with information technology businesses, City Colleges of Chicago, area community colleges, and other partners to develop a curriculum that prepares students for a career in the technology field. |
| 6. | As a Board member, how do you assess whether a school is (or is not) achieving its mission? |
| | There are various ways to measure success at an alternate school – both in school and student performance and financial metrics. Previous program success will be leveraged to create that same or even better environment at UCAN Tech. |
| 7. | Describe the role that the Board will play (or currently does play) in the school's operation. |

The Board's role will be similar to that which the UCAN's Board currently plays in its successful management of the UCAN Academy, our 1st – 12th grade, year-round therapeutic day school.

8. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Bring the situation to others on the Board and discuss with the member to change his behavior. If required report it as required per the covenants of the Charter.

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

1. Please indicate whether you are currently or have previously served on the Board of a school

Role of a Board Member

or authorized.

| | or any non-profit organization: Yes No If yes, please list and describe: I am Board member at UCAN and have served on the Board for 10 years. |
|----|--|
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or alternative school? To oversee and guide staff so that the school's mission is achieved. |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative school? I am a Board member of applicant and I believe it would be a great endeavor. |
| 4. | Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? My education and legal background have proved very beneficial to the Board of which I am a member. |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and program? The school's mission is to provide educational training in the IT area. |
| 6. | As a Board member, how do you assess whether a school is (or is not) achieving its mission? Whether we are making progress in educating children |
| 7. | Describe the role that the Board will play (or currently does play) in the school's operation. The Board will oversee the implementation of the school's objectives. |

8. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Immediate removal of those members and curing any mistakes to the extent the Board is able

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

| 1. | Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization: Yes No If yes, please list and describe: |
|----|---|
| | I am a recently seated member of the UCAN Board. |
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or alternative school? |
| | Role includes, but is not limited to complying with Board attendance and financial requirements and ensuring resources are managed effectively in support of mission and purpose. |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative school? |
| | Currently, UCAN successfully manages UCAN Academy, a 1^{st} – 12^{th} grade year round therapeutic day school. This new effort will benefit the Austin Community by providing a range of educational options for at risk students who risk academic failure. |
| 4. | Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? |
| | As stated above, I am a recently seated member of the UCAN Board. As an EEO/Diversity professional, I focus on equity, fairness and respect every day and carry these values with me whether at work or outside of work. |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and program? |
| | UCAN's Vision: Youth who have suffered trauma can become our future leaders UCAN's Mission: To build strong youth and families through compassionate healing, education and empowerment |
| 6. | As a Board member, how do you assess whether a school is (or is not) achieving its |

mission?

VP's of each program provide, via a dashboard, status, updates and challenges for Board review and action.

7. Describe the role that the Board will play (or currently does play) in the school's operation.

The Board has oversight responsibility – overseeing operations and services and complying with financial requirements.

8. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

UCAN has conflict of interest and ethics policies and has established clear expectations for Board members. A situation as described above would be reported immediately to the appropriate UCAN/Board Leadership for action.

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

program?

healing, education and empowerment.

| or any non-profit organization: Yes | 1. | Please indicate whether you are currently or have previously served on the Board of a school |
|--|----|--|
| If yes, please list and describe: UCAN Chicago, Primo Center for Women and Children Junior Board, Steppenwolf Theater Auxiliary Board, Field Museum of Chicago Young Adults Board 2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school? In addition to providing a legal responsibility, a Board member provides oversight functions, promotes the charter school's mission, and helps to raise funds that are ever so critical to success. 3. Why are you interested in serving as a member of a public charter, contract, or alternative school? I grew up in the Austin community on Chicago's west side. I personally understand the challenges the youth face on a day-to-day basis, and also understand how important it is to be given an opportunity to succeed. 4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? I feel I am qualified to serve on the Board for two reasons: 1) I grew up on the west side of Chicago, so I personally understand the daily challenges that are faced. I have experiences that I can share directly on how to leverage opportunities to succeed. 2) I have served on several Boards, including UCAN and the Primo Center for Women and Children, and I have demonstrated the experience, knowledge and relationships that | | or any non-profit organization: |
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| make this sort of program succeed. | | |
| | | make this sort of program succeed. |

5. What is your understanding of the school's mission, vision, educational philosophy and

The mission of the program is to build strong youth and families through compassionate ${\bf r}$

6. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

In my eyes, the best way to assess wherther a school is achieving its mission is by 1) it's graduation rate, 2) it's ability to help students set goals, 3) it's ability to help students attain those goals.

7. Describe the role that the Board will play (or currently does play) in the school's operation.

The Board will provide oversight functions, promote the school's mission, and help raise funds.

8. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I think the best way to handle this type of situation is to be proactive, by having well-written by laws and a Code of Conduct that formalizes the process to handle anything that may arise.

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

program?

| 1. | Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization: Yes |
|----|--|
| | Illinois University College of Business Advisory Board, DeKalb IL; Chicago Multi-Cultural Dance School (CMDC), Chicago, IL |
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or alternative school? |
| | Oversee the general health of the Charter, Contract or Alternative School, and provide guidance, input insuring that the goals, mission and objectives are achieved. Provide the oversight to insure that the Charter, Contract, or Alternative School remains financially responsible. Provide oversight assuring the educational services delivered strengthen the youth population that we are serving. |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative school? |
| | It is my passion to provide the highest levels of support in the promotion of our youth, for me this can be done best as a board member. |
| 4. | Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? |
| | With over 11 years serving on several boards, I have developed the required expertise and understanding to identify the needs of, communicate with and support the agencies for which I am serving and their clients. I have served as vice chair, chair of various board level committees, and as coach, advisor to client and students. |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and |

The school will provide a pathway-to-career approach, will focus on technology to help young adults become active participants in the global economy. Will work with information technology businesses, City Colleges of Chicago, area community colleges, and other partners to develop a curriculum that prepares students for a career in the technology field.

| 6. | As a Board member, how do you assess whether a school is (or is not) achieving its mission? |
|----|---|
| | The board will develop a level of measures, the elements of which will be student engagement, achievement, personal growth, and outlooks for healthy employment. |
| | |
| 7. | Describe the role that the Board will play (or currently does play) in the school's operation. |
| | I my view the board's role in operations is best seen as oversight and executive level guidance |
| | |
| 8. | How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? |
| | If the facts provided showed these statements to be truthful and non-correctable, removal from the board would be a recommendation. |
| | |
| | |

Chicago Public Schools (CPS) Office of Innovation and Incubation 2014 New Schools' Request for Proposal (RFP) Board Member Form

Role of a Board Member

| 1. | Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization: Yes No If yes, please list and describe: UCAN, Morton College Foundation |
|----|--|
| 2. | What is your understanding of the role of a Board member of a public charter, contract, or alternative school? Provide strategy and directional guidance. |
| 3. | Why are you interested in serving as a member of a public charter, contract, or alternative school? Align with UCAN mission. |
| 4. | Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school? Over 30 years working in a non-profit organization and over 10 years serving UCAN executive management. |
| 5. | What is your understanding of the school's mission, vision, educational philosophy and program? |
| 6. | As a Board member, how do you assess whether a school is (or is not) achieving its mission? Review each of the school's program goals thru metrics, surveys and financial reports. |
| 7. | Describe the role that the Board will play (or currently does play) in the school's operation. Strategy and guidance on management performance. |
| 8. | How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? |

Transparent open discussion with management and the entire board of directors.

RICHARD H. FLEMING

Richard H. Fleming is Executive Vice President and Chief Financial Officer, USG Corporation.

He received a Bachelor of Science degree in Economics from the University of the Pacific and an M.B.A. from the Amos Tuck School of Business Administration at Dartmouth College.

Mr. Fleming's previous assignments at USG Corporation included Senior Vice President and Chief Financial Officer, Vice President and Chief Financial Officer, and Vice President and Treasurer.

Prior to joining USG Corporation as Assistant Treasurer and Director, Corporate Finance, Mr. Fleming held numerous Senior Financial positions at Masonite Corporation, which acquired by USG in 1984. The positions included Vice President-Finance and Chief Financial Officer Vice President-Planning and Treasurer, Treasurer, and Before joining Assistant Treasurer. Masonite in 1973, Mr. Fleming held several positions with Graco, Inc., Manager, including Banking and Foreign Exchange, and Manager, Pension and Insurance.

Mr. Fleming is a Director of Columbus McKinnon Corporation. He is also a Trustee of the USG Foundation; a past President and member of the Board of FamilyCare Services of Illinois, and past President and member of the Child Welfare League of America. Mr. Fleming is also a Principal of Chicago United, and serves on the Midwest Advisory Board of FM Global Insurance and the Board of Governors of the Metropolitan Club of Chicago.

USG Corporation is a Fortune 500 company with business units that are market leaders in their key product groups: gypsum wallboard, joint compound and related gypsum products; cement board; gypsum fiber panels; ceiling panels and grid; and building products distribution. For more information about USG, visit the USG home page at http://www.usg.com.

Charlotte Damron

Damron Associates

2314 North Lincoln Park West #28 Chicago, IL 60614

CharDamron@gmail.com

T: 773 348 8723 C: 773 255 4540

Charlotte Damron is a business executive with thirty years of corporate and not for profit experience in organization effectiveness and design, change management and leadership development. She uses her skills to assist boards and senior teams increase their impact.

What she does best is:

- Diagnose and solve organizational problems
- Synthesize ideas and create safe environments for difficult conversations
- Engage and align people to achieve goals
- Devise people strategies that accelerate change
- Design and facilitate vision, mission and strategic planning forums
- Launch and develop teams

Business Background

- Kraft Foods, VP Global Organization Development
- Household International, Director Marketing Research
- Jewel Companies, Director Advertising, Manager Store Operations

Current Boards

Uhlich Children's Advantage Network: UCAN (\$33 million revenue)

Board Member, Vice Chair, Chair

Lincoln Park Village (not for profit start up)

Board Member, Vice President

St. Pauls United Church of Christ

Vice President, Strategy and Pastoral Transition

Education

MBA Stanford Graduate School of Business

MSc. Sociology, London School of Economics and Political Science

BA. English, University of Cincinnati

Continuing Education Columbia University Teacher's College

- Principles and Practices of Organizational Development
- Advanced Program Human Resources Management

TRACY CAMILLE ROBINSON

1321 S. Plymouth Unit A Chicago, IL 60605 Robi3181@yahoo.com 312-287-5339

PROFESSIONAL EXPERIENCE

Spring 2001

ROOSEVELT UNIVERSITY

Chicago, IL

Adjunct Professor, School of Communication

- Taught an Integrated Marketing Communications class to graduate students

1997 - Present

AMTRAK

Chicago, IL

<u>Director</u>, <u>Central Region</u> (10/99 – present)

- Responsible for all revenue and ridership connected with ten states in the Midwest and Southeast
- Manage a marketing team of three people
- Developed state specific marketing plans for five states that include all facets of advertising and promotions
- Responsible for \$1 million dollar budget and \$300 million in revenue
- Successfully negotiated lower spending costs for participation in regional sponsorships and promotions

Director, Product Marketing (1/99 – 9/99)

- Manage a marketing team of six people
- Created new reports to help upper management and team better understand business trends

<u>Director, Marketing – Auto Train and Leisure Products</u> (2/98-12/98)

- Redefined marketing strategy for Auto Train
- Initiated and implemented first advertising train wrap program, resulting in incremental \$45M
- Saved over \$400M by revamping direct mail program

Director of New Products (4/97-2/98)

- Led new product development to identify new customers and generate new revenue streams
- Developed and executed first research plan to understand consumer interest
- Created new product and obtained sponsor to defray costs

1990 - 1997

KRAFT FOODS

Glenview, IL

Brand Manager, Equity (8/94 – 3/97)

- Key leader in identifying the strategic direction for all ethnic advertising
- Extensive qualitative and quantitative research experience
- Developed ethnic media plans which totaled over \$2.8MM
- Diversity Trainer

Geographic Marketing Manager (1/94 - 7/94)

- Developed fully integrated marketing campaigns for the Hispanic consumer
- Initiated and created Hispanic P&L statements for eight brands

NLEA Project Manager (1/93 – 12/93)

- Coordinated the implementation efforts for the Nutrition Labeling and Education Act (NLEA) across all divisions within Kraft Foods (Glenview only)
- Negotiated and resolved implementation conflicts across and within divisions

Associate Brand Manager (10/91 - 12/92)

- Managed the development of new Cheez Whiz Light from concept generation to commercialization. Product represented 15% of Cheez Whiz business in 1993
- Led a product/package optimization team utilizing Total Quality Management
- Won division award for best package design and packaging improvement

TRACY CAMILLE ROBINSON

Page Two

Brand Assistant (8/90 - 9/91)

 Developed new packaging defense initiatives against key competitor from product conception to market introduction, analyzing monthly performance

1987 - 1988

3M COMPANY

St. Paul, MN

Manufacturing Engineer (6/87 – 8/88)

- Developed layouts to consolidate manufacturing areas, saving 10,000 sq. ft. and \$63,000
- Strengthened employee/management relations by being first management person to volunteer to do jobs on the plant floor

EDUCATION

1988 - 1990

Master of Business Administration, The University of Michigan Graduate School of Business (5/90)

1983 - 1987

Bachelor of Science in Industrial Engineering, The University of Michigan School of Engineering (4/87)

Graduated Cum Laude. Voted 1987 Distinguished Student Award

PERSONAL Girl Scout Leader for three years, National Black MBA Association member, Alpha Kappa Alpha Sorority, UCAN Board Member

Colleen M. Bradley

715 Laurel Ave Wilmette, IL 60091 773-616-9432 bradleycm1@gmail.com

PROFESSIONAL SUMMARY

- Seventeen years of Commercial Banking experience including Relationship Management, Risk Management, International Corporate Banking, Credit Analysis, and Training and Development
- Management responsibilities as Head of Global Credit Advisory for LaSalle Bank, and as Program Director of the ABN AMRO N.V. Graduate Development Program in Amsterdam, NL
- MBA from the University of Chicago with concentrations in Finance, Economics, and Strategic Management

EXPERIENCE

The Private Bank, Chicago, Illinois

2009-June 2012

Regional Commercial Banking

2011-2012

Managing Director and Senior Portfolio Manager

- Determined appropriate regulatory risk code ratings for the \$4 billion Regional Commercial Banking loan portfolio.
- Reviewed credit transactions on behalf of the Regional Commercial Line of Business for risk rating accuracy and structural components prior to approval.
- Ensured proper portfolio management including the monitoring, reporting, and analysis of portfolio metrics for Senior Management and Bank Regulators.

Risk Management 2009-2011

Managing Director of Credit Policy and Process

- Authored the Bank's Commercial Credit Policy.
- Revised and maintained credit policies in accordance with strategic objectives and external economic factors
- Coordinated FDIC and Federal Reserve Bank regulatory exams.
- Managed regional credit analysts located in Illinois, Georgia, St. Louis, Michigan, and Wisconsin.

ABN AMRO N.V. 1995- 2009

ABN AMRO North America, Inc., Chicago, Illinois

2002-2009

Commercial Banking

Senior Vice President and Division Head - International Corporate Banking Global Credit Advisory (2005-2009)

- Led a team of eight advisors and associates who assisted LaSalle Bank and ABN AMRO N.V. clients with their international financing needs.
- Managed the growth of the LaSalle international outbound portfolio from \$52 million in 2004 to over \$650 million in 2006.
- Partnered with ABN AMRO colleagues globally to execute international transactions for North American clients.
- Identified cross-sell opportunities with international product partners, including Global Treasury Management solutions, Foreign Exchange, Trade, and Syndications opportunities.
- Participated in ABN AMRO International Network initiatives on behalf of North America to implement global cross-border credit and capital approval processes.

First Vice President – LaSalle Bank N.A. Credit Policy/Risk Management (2002-2005)

- Authored and presented policy documents, portfolio reviews, and industry white papers to LaSalle Policy
 Committee for approval and implementation, including such industries as Power and Energy, Environmental
 Waste, ESOP lending, Commercial Real Estate, Leasing, Leveraged Finance, and Wealth Management.
- Executed required changes to the LaSalle Bank Risk Charter to maintain consistency with ABN AMRO N.V. policies and BASEL II requirements. Communicated to LaSalle Bank all risk management discussions and decisions within the ABN AMRO International Network.

- Served as LaSalle Bank Risk Committee Secretary, responsible for minuting and decisioning all credit requests in excess of \$25 million. This also included facilitating credits in excess of \$75 million requiring ABN AMRO Head Office approval.
- Coordinated the annual Shared National Credit Exam for LaSalle Bank Corporation. Provided all reports and files to the OCC and ensured the validity of all internal portfolio risk ratings and approvals.
- Conducted training and coordinated the roll-out of the new North American credit approval system in 2004.

ABN AMRO N.V. Amsterdam, Netherlands

2000-2002

Vice President and Program Director - Wholesale Banking Graduate Development Program

- Managed, coordinated, and delivered the Graduate Development Program for all ABN AMRO Wholesale Banking Units including Equities, Global Financial Markets, Corporate Finance, Risk Management, and Loan Products.
- Trained, managed, and evaluated international graduates in Corporate Finance, Commercial Credit Analysis, as well as Cash Flow and Market Risk Analysis.
- Consulted with Wholesale Banking Units to determine Associate level training needs and assisted in the creation of curriculum for courses offered by the ABN AMRO Academy.
- Marketed and developed relationships with outside vendors to create a center of excellence for Wholesale Banking in both technical and qualitative skills.
- Led the redesign and the successful launch of the inaugural Graduate Development Program in September, 2001.

ABN AMRO North America, Inc., Chicago, Illinois

1995-2000

Commercial Banking

Assistant Vice President - Credit Training (1998-2000)

- Trained all ABN AMRO North America entry-level analysts in complex credit analysis and the basics of commercial lending, utilizing credit, presentation, and management skills.
- Acted as Program Director for April, 1999 Banker's Training Program. Responsible for overall coordination of 12-week course, including curriculum design, scheduling, evaluation, and trainee management.
- Assisted in the restructuring of the 12 week ABN AMRO Banker's Training Program into an 8 week intensive credit course, including the redesign of curriculum, format, and delivery.

Commercial Loan Officer - LaSalle Bank N.A. (1996 – 1998)

- Structured, negotiated and underwrote credit transactions for general corporate companies, including leveraged buyouts, corporate acquisitions, project finance and expansion financing.
- Managed a \$90 million portfolio comprised of senior secured and unsecured credit facilities and off balance sheet financing products.
- Marketed credit and financial service products to present and prospective clients.

Credit Analyst - LaSalle Bank N.A. (1995-1996)

- Prepared summary risk assessments for Fortune 1000 and middle market companies to support ultimate sanction and/or decline decisions by Senior Management.
- Performed detailed financial and credit analysis for both syndicated and non-syndicated loan transactions in diversified industries.
- Began relationship management duties ahead of peers through early rotational assignments and accelerated
 placement within the Bank.

A.B. Laffer and Associates

May-August, 1994

Research Assistant to Dr. Arthur B. Laffer - Economic Consulting and Investment Banking

Assisted with research, compilation, and publication of weekly Laffer-Canto economic papers.

Published investment and economic studies include:

The Laffer-Canto Conditional Forecast The State Competitive Environment: 1994-1995 Update

EDUCATION

UNIVERSITY OF CHICAGO, GRADUATE SCHOOL OF BUSINESS, Chicago, Illinois

Masters of Business Administration

Concentrations in Finance, Economics, and Strategic Management

Dean's List Summer 1999

UNIVERSITY OF NOTRE DAME, Notre Dame, IN

Bachelor of Business Administration, Marketing and Economics

GPA: 3.6 Dean's List.

1995

March 2000

ACTIVITIES

- UCAN Governing Board Member, Finance Committee Member, Regional Development Committee Member, and Campaign Committee member
- Selected by Senior Management to attend the ABN AMRO Leadership Program held in Amsterdam, NL November, 2004.
- Nominated in 2006 by Senior Management and accepted for membership to the Executive's Club of Chicago as a Young Leader.
- Marathon Runner successfully completed 10 marathons

WILLIAM R. LUEHRS Arlington Heights, Illinois (847) 253-6138

CAREER PROFILE SUMMARY

30+ years of human resources experience working in general industry, consumer products and healthcare sectors covering both union and non-union, facility / field office locations, regional, national and corporate office environments.

Currently, Chief Human Resources Officer, NorthShore University HealthSystem since July 1997. During NorthShore tenure, key accomplishments include:

- Two successful hospital mergers
- Acquisition of over 40 independent physician practices
- Successful defense of Nurses Class Action lawsuit – Chicago area
- Leadership efforts for 130 HR professionals serving 10,000 NorthShore employees and physicians
- Implementation of Executive Retirement and Total Compensation Programs, Population Health

- Chief media spokesperson for human resource related actions
- Successful Pension Plan Defined Benefit "Soft and Hard Freeze"
- Human Resources oversight for 850 employed physician group
- Early Retirement and Workforce Reduction Programs
- Succession Planning and Talent Management strategies
- Diversity & Inclusion Initiative

OTHER WORK EXPERIENCE

Kraft Foods / Phillip Morris (1988 – 1997)

o Human Resources Director, Region Director, Vice President

Signode Corporation / ITW (1982 – 1988)

o Human Resources General Manager

Ford Motor Company (1978 – 1982)

 Human Resources Analyst, Labor Relations Representative, Benefits and Labor Union Contract Administrator

University of Minnesota (1976 – 1978)

Research Analyst – Labor Education Department while attending Graduate School

EDUCATION

Masters of Business Administration Xavier University, Cincinnati, Ohio (1982)

Graduate level coursework – Industrial Relations University of Minnesota (1976 – 1978)

Bachelor of Science – Management Minnesota State University, Mankato, Minnesota (1976)

BOARD OF DIRECTORS / RELATED EXPERIENCE

NorthShore University HealthSystem

Board Compensation Committee (Executive, Physician, Staff Compensation & Benefits)

Human Resources Staff Representative (1997 – present)

NorthShore Medical Group (850 member Physician Faculty Practice – physician compensation regulatory compliance)

Board Compensation Committee

- Member (2009 2013)
- Chairman (2013 present)

NorthShore Retirement Investment Committee

Fiduciary and governance responsibilities for Company / Employee funded Pension and Tax Deferred Savings Plans)

■ Member (1997 – present)

VOLUNTARY BOARD EXPERIENCE

Salute Inc., (non-profit organization serving needs of returning military) Board of Directors

■ Member (2012 – present)

UCAN (non-profit – 125 year organization providing education, personal development and housing for Chicago and area youth)

- Human Resources Committee Chairman (2013 present)
- Full Board Member (November 2014 present)

HRMAC (non-profit Human Resources Management Association of Chicago, serving 700+ companies providing management and human resource development services)

■ Chairman of Board (2007 – 2008), Secretary / Vice Chair (2003 – 2006)



LOURDES M. GONZALEZ, AIA, LEED AP BD+C, ND

SENIOR VICE PRESIDENT

Director of Sustainability

Ms. Gonzalez is a Licensed Architect and LEED Accredited Professional. With over 25 years'

experience in the building industry, Ms. Gonzalez is a Licensed Architect and as the firm's Director of Sustainability she managed the firms Sustainability, Architecture and Construction Management Group for the last ten years.

Ms. Gonzalez has played an instrumental role in Primera's growth over the past decade. She leads the firm's sustainability efforts and helped position Primera as an innovator in the green building movement. Ms. Gonzalez's background includes architectural design, program management, historic preservation and LEED consulting for varied sectors including Higher Ed, K-12 Schools, Municipal, Industrial and Transportation facilities.



EDUCATION & REGISTRATION

Master of Architecture in Historic Preservation, University of Illinois at Champaign-Urbana, 1988

Bachelor of Science in Architectural Studies, University of Illinois at Champaign-Urbana, 1986

Licensed Architect, State of Illinois 001.013663, Utah

LEED Accredited Professional, BD+C, ND

Project Manager, Capital Development Board

Self-Certified Architect, City of Chicago,

Registered Energy Professional, City of Chicago

Chicago Chapter, Past President, Construction Management Association of America (CMAA), Board Member 2005 to present

National Sustainability Committee, Construction Management Association of America (CMAA) - 2012 to 2014, Committee Member 2009 to present

Committee Member, ACEC Illinois, MWRDGC

Member, Zero Energy Commercial Buildings Consortium, Building Envelope Working Group

SPEAKING EVENTS



Mundo Verde Symposium: International Panel Discussion: Global and Local Green Collar Workforce, Chicago, Illinois, January 2009

Construction Managers Association of America National Conference: The Evolving Role of the CM Adapting to a Greener World, San Diego, CA, October 2010

EcoBuild 2011: ERDC-CERL-Sustainability Product Properties at the National Institute for Buildings Sciences, Washington, DC, December 2011.

Design Judge, Commonwealth Edison's Powerful Design Contest in which local architecture students created design concepts for a new training facility. May 2012

American Planning Association National Conference: Challenges and Opportunities of Integrative "Green" into Ordinances, Chicago, Illinois, May 2013

Illinois Community Colleges CFO Conference: The Simple Paybacks of Building Improvements: LEED and Retro-Commissioning, October 2013

Construction Managers Association of America National Conference: LEED® v4: The New Sustainability Challenges, San Francisco, CA, October 2014

PERSONAL

Cub Scout Pack 175, Committee Chair 2004-2005, Committee Member 2003- 2006

Boy Scout Troop 175, Activity Chair 2006-2008, Troop Committee Member 2005-2012

Gemini Fine Arts Booster, Secretary 2007-2009, Committee Member 2005-2009

Maine East Fine Arts Booster, President 2010-2013, Committee Member 2009-2013

Maine Township High School District 207: Parent of the Year 2013

UCAN - Executive Board of Directors, Property and Finance Committee 2014-present



Markell Bridges

842 E. 40th Street Chicago, IL 60653 mbridges@mdlz.com +1 773 891-2160

SUMMARY

I have more than 25 years of experience working and providing leadership in Information Systems within the U.S. and internationally. I have gained an understanding of several business systems and processes. With several years of leading people and providing direction, I have a proven ability to deliver and to lead. I am an energetic individual with outstanding performance.

PROFESSIONAL EXPERIENCE

Mondelez International (formerly Kraft Foods)

<u>Mondelēz International, Deerfield, Illinois</u> October 2014 to Present Director IS – Human Resources Center of Excellence Lead

- Provide leadership for the global IS team owning the suite of global HR systems and solutions
- Engage in HR process design, deliver the enabling technologies, and ensure the appropriate metrics and measures

<u>Mondelēz International, Deerfield, Illinois</u> October 2012 to October 2014 Director IS – Global Marketing Solutions

- Responsible for delivering innovation and advance solutions for consumer engagement
- Lead a global team of technology professional that delivered digital capabilities for Mondelez brands

Kraft Foods Inc., Northfield, Illinois July 2010 to October 2012

Director IS - Consumer Solution and Beverages BU Lead

- Set technology strategy for global digital marketing
- Delivered and managed the Kraft Foods Global Digital Marketing Platform SWEET
- Served as the IS Lead and Business Partner for the Beverages Business Unit delivering cost transparency and business unit specific technologies and services

Kraft Foods Inc., Northfield, Illinois February 2008 to July 2010

Director IS - Strategic Planning & Operations

- Responsible for leading the IS organization through the strategic planning process and the creation of the Strategic Plan
- Oversees the relationship with our research vendors and help set the future direction of the IS organization
- Provides direction for application management

Kraft Foods Global, Velizy, France: August 2005 to February 2008

Director IS – Europe, Middle East & Africa (EMEA) Global Delivery Center: August 2005 to February 2008

Oversaw the day-to-day operations and provides strategic direction for an application management organization of approximately 150 staff across 25 countries with a total annual budget of \$18 million.

- Engaged stakeholders in key initiatives
- Contributed to the IS strategic planning process and provided creative ideas to the IS leadership and business clients related to the operations and future direction of the organization
- Identified opportunities reduce cost and improve efficiencies without compromising quality
- Provides people management and development

<u>Kraft Foods Global</u>, Northfield, Illinois: October 2003 to August 2005 SENIOR BUSINESS SYSTEMS MANAGER:

Managed a development and support staff for procurement, strategic sourcing and commodity management systems.

Established and manage department and project budgets

- Coached and guided staff through appropriate performance management
- Delivered applications and systems solutions to satisfy business goals and objectives

<u>Kraft Foods International</u>, Vienna Austria: July 2002 to October 2003 SHARP PROJECT MANAGER:

Managed the successful implementation of the Altria Group, Inc. SAP-based global human resources system, *SHARP*, across the Central and Eastern Europe, Middle East and Africa (CEEMA) Region

- Facilitated and lead project teams in multiple countries
- Forecasted project spending, and appropriately budgeted and managed cost across the region
- Lead a staff of direct reports in day-to-day activities provided strategic guidance, created development plans and conducted performance reviews
- Conducted training, workshops, and presented on various phases of the project

Kraft Foods North America, Northfield, Illinois: February 1993 to July 2002

ASSOCIATE BUSINESS SYSTEMS MANAGER: April 2000 to July 2002

Managed systems and business initiatives for the Food Service Division of Kraft. Provided direction and leadership to Information Systems staff and business partners.

- Assisted the Director with developing the annual plan, budget and strategy
- Prepared development plans, conducted performance and goal reviews for direct reports
- Led technology efforts such as B2B Internet for Distributor Customer, MyKFS Food Service Portal, and Division Intranet applications.
- Managed the development and implementation of key business systems and processes including Nabisco Integration, Distributor Trade, Pricing, and Advertising & Promotion
- Responsible for retaining, recruiting and hiring information systems professionals

STAFF CONSULTANT: June 1999 to April 2000

Served as the systems project leader for Human Resources Intranet and Voice Response Unit (VRU) applications. Managed multiple projects and resources related to new technology while developing a firm understanding of Human Resources processes.

- Formulated systems strategies for various initiatives including Kraft's Employee Self Service
- Outlined development plans and provided performance appraisals for systems' staff
- Presented Systems Project Authorization and gained approvals and buy-in for major projects
- Developed and maintained mainframe software used for the web and VRU applications
- Managed external consultants who supported the development of HR applications
- Evaluated, recommended, purchased and installed computer software

SENIOR BUSINESS CONSULTANT: May 1996 to June 1999

Served as the Project Leader for the development of the Kraft HR Intranet. Provided support for the design, development, implementation and maintenance. Served as the key technical contact.

- Selected for the KFIS Leadership Program, a one year leadership development program for highly potential systems professionals
- Formed and lead the Kraft Foods Intranet Developers' Council

BUSINESS CONSULTANT: February 1993 to May 1996

Supported the Benefits Plan Administration (BPA) and the Investment Plan Management (IPM) components of the Kraft Unified Personnel Payroll System (UPPS). Duties involved systems maintenance and enhancements utilizing available tools and techniques.

<u>McDonnell Douglas Corporation</u>, **St. Louis, Missouri**: June 1987 to February 1993 **APPLICATIONS ANALYST/PROGRAMMER**: June 1987 to February 1993

Provided primary production support for Sales and Earnings Corporate Accounting Systems. Duties involved problem solving and analysis; database and JCL maintenance; and daily interface with corporate accountants. Designed, coded, and tested programs

<u>Chicago Board of Education</u>, Chicago, Illinois: September 1986 to June 1987 MATHEMATICS TEACHER: September 1986 to May 1987 Taught high school students algebraic and arithmetic concepts.

EDUCATION

MBA, Management, June 1989, Lindenwood College - St. Charles, Missouri

Bachelors of Science, Computer Science, May 1986, University of Arkansas - Pine Bluff

Honors and Activities: Senior Class President, Student Government Association Treasurer, Alpha Phi Alpha Fraternity, Elected Who's Who Among American Universities and Colleges.

ASSOCIATIONS and MEMBERSHIP

- The Society for Information Management (SIM): 2005 Midwest Regional Leadership Forum
- Board member for UHLICH Children's Advantage Network (UCAN) served on the Finance Committee and as the chair for the Resource Development Committee.
- Past president of the local graduate chapter and a life member of Alpha Phi Alpha Fraternity
- Life member of the National Black MBA Assoc., served on the Communications Committee
- Toastmasters International, CTM designation

Excellent references provided upon request.

OZZIE PIERCE

7118 South Oglesby Avenue Chicago, IL 60649 (773) 667 – 9987

EXPERIENCE

THE BOEING COMPANY

Position: Director - EEO Compliance (2004 - present)

- Lead centralized EEO Compliance organization.
- Provide strategic direction, leadership and guidance for enterprise-wide EEO strategies and initiatives, including management of EEO investigations and internal EEO compliance assessment audits.
- Provide leadership in the execution of the Integrated Global Diversity and EEO Compliance Strategy and communicate progress toward achieving the Global Diversity vision.

(April 2014 – October 16, 2014) - Interim Vice President – Global Diversity and Employee Rights (GDER)

As the acting Chief Diversity Officer, led a diverse team of professionals assigned to develop, implement, and drive
innovative cultural diversity and inclusion initiatives across the enterprise; provided advice and counsel to senior
leaders on issues related to diversity and inclusion.

(March 2014 - October 30, 2014) - Director - Alternative Dispute Resolution and Employee Corrective Action

Provided strategic direction, leadership and guidance for these enterprise-wide initiatives.

Position: Director – Human Resources (2002 – 2004)

- Provided professional expertise and leadership in initiating, researching, and developing enterprise-wide human resources global diversity policies, procedures, and processes.
- Benchmarked best practices with other senior professionals both internally and externally in the areas of EEO,
 Affirmative Action, and Diversity initiatives.
- Developed, analyzed, and provided oversight of the Global Diversity budget.
- Partnered in the creation, development and implementation of the company's Integrated Global Diversity and EEO Compliance Strategy.

TUCKER SPEARMAN AND ASSOCIATES, INC.

Position: Senior Associate (1998 - 2002)

- Conducted and managed EEO Compliance audits, internal discrimination investigations, and EEO training.
- Provided consultation to clients regarding EEO policies and EEO investigations.

MITSUBISHI MOTOR MANUFACTURING OF AMERICA, INC. (MMMA)

Position: Branch Manager, Opportunity Programs Department (1996 – 1998)

- Developed policies and procedures to ensure timely and efficient processing of all discrimination complaints.
- Supervised and directed Diversity Representatives who were charged with investigating and resolving complaints of discrimination and harassment.
- Represented MMMA in discrimination matters and other related employment topics.
- Developed and maintained compliance program database.

ILLINOIS DEPARTMENT OF HUMAN RIGHTS

Position: Assistant Manager - Charge Processing (1989 - 2006)

- Supervised Investigations Supervisors, each with six investigators and support staff statewide.
- Planned, organized and relayed information to investigation unit supervisors regarding production, division procedures, personnel matters, budget, computer management reporting and other program administrative concerns.
- Performed program management duties such as interviewing and screening of applicants to investigator and supervisor positions.
- Participated in the preparation of program reports; gathered statistics from supervisory personnel; prepared budget recommendations and periodic operational and evaluative reports as required by Division Manager.

Position: Investigation Supervisor (1988 – 1989)

- Supervised a unit of investigators; reviewed and evaluated their investigation reports, findings and evidence included
 in the investigative file to determine if legal and procedural guidelines were met.
- Reviewed and evaluated staff performance; maintained various personnel records.

Position: Investigator (1984-1988)

- Investigated Charges of employment discrimination; collected and analyzed information on cases in the form of statistics, records and other documents.
- Interviewed parties to a Charge and relevant witnesses.
- Conducted fact finding conferences.
- Negotiated settlements and wrote reports with recommendations concerning the merits of the Charge.

SPRINGFIELD URBAN LEAGUE, INC.

Position: Field Representative/Counselor (1983 - 1984)

- Served as administrator of intake program (designed and implemented intake procedures, applicant screening and assessment devices).
- Coordinated all applicant referrals for both subsidized and non-subsidized jobs; pre-screened prospective trainees;
- Established and coordinated a clearinghouse of training/employment opportunities and social service providers.

EDUCATION

Master of Arts, University of Illinois, Springfield, Illinois (1982)

Specialization: Legal Studies

Bachelor of Arts: Valdosta State College, Valdosta, Georgia (1980)

Specialization: Political Science

Curtis L. Spears

1244 Balmoral Ave., Westchester, IL 60154 312-925-2498(M), curtis@CLSpears.com

SUMMARY:

Seasoned professional with more than 20 years of institutional investment experience representing a wide variety of platforms and market segments. Proven track record of success having successfully generated revenue in various market cycles, and during challenging environments. Skilled in cultivating excellent long term relationships with both clients and colleagues.

PROFESSIONAL EXPERIENCE:

Jan 2014 - Current

ANDES CAPITAL GROUP, Chicago, IL

President/CEO

- Responsible for day-to-day operations.
- Successfully rebuilt business and brand.
- Act of Chief Compliance Officer

2013 - 2014

DE LUNA PARTNERS, Orinda, CA

Partner

- Sold and marketed investment services to institutional investors.
- Worked closely with clients to develop effective marketing materials and presentation skills.
- Developed strategy to implement new products on the De Luna platform.

2012 - 2013

GRAY & COMPANY, Chicago, IL

Senior Managing Director/Business Development

- Developed and maintained relationships with institutional investors.
- Worked effectively with cross-functional teams to develop investment products and services to proactively address client and prospect needs.
- Spearheaded all marketing initiatives.
- Managed a sales and marketing team of 3 people.

2009 - 2012

GARDNER RICH, LLC, Chicago, IL

President and Chief Operating Officer

- Responsible for day-to-day operations.
- Successfully returned firm to profitability in less than one year.
- Launched global trading desk.
- Developed and maintained relationships with key plan sponsors and asset managers.
- Developed strategic partnerships with top-tier financial firms.

2005 - 2009

FIFTH THIRD ASSET MANAGEMENT, Cincinnati, OH

Vice President/Managing Director - Public Funds Sales

- Responsible for new business development and marketing to public pension systems nationwide.
- Successfully converted new business, won final spots, and won invitations to multiple searches.
- Leveraged strong relationships with key plan sponsors and consultants.

1999 - 2005

NORTHERN TRUST GLOBAL INVESTMENTS, Chicago, IL

Vice President/Institutional Sales and Client Servicing Specialist

- Successfully raised capital in excess of \$1billion from institutional investors.
- Sold and marketed investment services to public fund prospects nationwide.
- Responsible for developing new investment business relationships with current custody clients.
- Provided client service, ultimately responsible for total client satisfaction. Activities included regular client reviews, account analysis, and relationship building.

1998 - 1999

NORTHERN TRUST QUANTITATIVE ADVISORS, INC., Chicago, IL

Curtis L. Spears Page 2

• Team leader for the Smallcap/International group. Responsibilities included coordination of daily, weekly and monthly activities as well as account assignments.

- Managed the NTQA S&P Midcap 400 Fund, the NTQA Minicap Fund, and the NTQA Smallcap Fund, using full replication and sampling techniques.
- Conducted, participated and assisted in new business and current client presentations.

1990 - 1997

ANB INVESTMENT MANAGEMENT AND TRUST CO., Chicago, IL

Vice President/Equity Index Portfolio Manager

- Managed a variety of commingled, separate, and restricted institutional index and passive portfolios with total values exceeding \$8 billion, specializing in small capitalization stocks.
- Consistently tracked the S&P 500, S&P MidCap 400, Russell 2000 and Wilshire 4500 indices.
- Constructed and maintained in-house MidCap, MiniCap and SmallCap universes. Tracked universes using full replication and sampling techniques.
- Coordinated fund contribution/withdrawal activity for monthly and special valuations.
- Increased department productivity by writing computer software in VAX FORTRAN to automate various daily responsibilities.

1990

BAXTER INTERNATIONAL, INC., McGaw Park, IL

Associate Programmer Analyst

Maintained the order processing system. Performed analysis and testing for new development and maintenance projects. Developed utility programs to enhance the testing environment.

EDUCATION:

THE KELLSTADT GRADUATE SCHOOL OF BUSINESS

DEPAUL UNIVERSITY, Chicago, IL

MBA in Finance, 1999.

NORTHWESTERN UNIVERSITY, Evanston, IL

Bachelor of Science, Computer Science, 1989

Northwestern Men's Football Team

LICENSES:

FINRA Series 24, 7, 63 and 79

INTERESTS/ AFFILIATIONS National Association of Securities Professionals - Chicago Chapter Financial Secretary

Field Museum of Chicago President's Leadership Council Member (former)

Steppenwolf Theater Auxiliary Council Governor (former)

UCAN Chicago Governing Board Member

GARY J. FENNESSY - Biography Vice President – Corporate Supply Chain Northwestern Memorial HealthCare



Mr. Fennessy is the Vice President of Corporate Supply Chain with administrative oversight and strategy development for Supply Chain across the Northwestern Medicine network.

Prior to his current responsibilities, Mr. Fennessy served in various executive management positions within hospital operations and the finance division at Northwestern Memorial Hospital. Mr. Fennessy received his Bachelor of Science degree in Business Education from Western Illinois University (1977) and his Masters of Business Administration from DePaul University (1984). He is a member of the Healthcare Financial Management Association and American College of Healthcare Executives and serves on various community board committees that include his role as a Finance Chair and Board Member of the UCAN.



BOARD OF DIRECTORS CALENDAR 2015 MONTHLY MEETING SCHEDULE

JANUARY 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|----------|------------------------------|--------------------------------------|
| Wednesday | 1/07/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 1/12/15 | 6:00 PM | Board of Directors | UCAN (3737 N. Mozart) |
| Tuesday | 1/20/15 | 12:00 PM | Human Resources Committee | Foley and Lardner (321 N. Clark St.) |

FEBRUARY 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|----------|----------------------------------|----------------------------------|
| Wednesday | 2/04/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 2/09/15 | 6:00 PM | Annual Meeting/Donor Recognition | US Bank (190 S. LaSalle) |
| Tuesday | 2/17/15 | 12:00 PM | Resource Development Committee | Foley & Lardner (321 N Clark St) |
| Thursday | 2/26/15 | 5:30 PM | Program Committee | UCAN (3737 N. Mozart) |

MARCH 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|---------|------------------------------|-----------------------|
| Wednesday | 3/04/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 3/09/15 | 6:00 PM | Board of Directors | UCAN (3737 N. Mozart) |

APRIL 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|----------|------------------------------|--|
| Wednesday | 4/01/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Tuesday | 4/21/15 | 12:00 PM | Human Resources Committee | Foley and Lardner (321 N. Clark St.) |
| Saturday | 4/18/15 | 8:00 AM | Board of Directors Retreat | Lawndale Christian Health Center Skyline Conference Center (3750 W. Ogden) |

MAY 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|----------|--------------------------------|----------------------------------|
| Wednesday | 5/06/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 5/11/15 | 6:00 PM | Board of Directors | UCAN (3737 N. Mozart) |
| Tuesday | 5/19/15 | 12:00 PM | Resource Development Committee | Foley & Lardner (321 N Clark St) |
| Thursday | 5/28/15 | 5:30 PM | Program Committee | UCAN (3737 N. Mozart) |

JUNE 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|---------|------------------------------|-------------------------------------|
| Wednesday | 6/03/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 6/08/15 | 6:00 PM | Board of Directors | UCAN (3737 N. Mozart) |
| Thursday | 6/25/15 | 6:00 PM | Youth Leadership Awards | Four Seasons (120 E Delaware Place) |

JULY 2015

| Day | Date | Time | Meeting/Event | Location |
|---------|---------|----------|---------------------------|--------------------------------------|
| Tuesday | 7/21/15 | 12:00 PM | Human Resources Committee | Foley and Lardner (321 N. Clark St.) |

AUGUST 2015

| Day | Date | Time | Meeting/Event | Location |
|---------|---------|----------|--------------------------------|----------------------------------|
| Tuesday | 8/18/15 | 12:00 PM | Resource Development Committee | Foley & Lardner (321 N Clark St) |

SEPTEMBER 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|---------|------------------------------|-----------------------|
| Wednesday | 9/02/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 9/14/15 | 6:00 PM | Board of Directors | UCAN (3737 N. Mozart) |
| Thursday | 9/24/15 | 5:30 PM | Program Committee | UCAN (3737 N. Mozart) |

OCTOBER 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|----------|----------|------------------------------|--------------------------------------|
| Wednesday | 10/07/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 10/12/15 | 6:00 PM | Board of Directors | UCAN (3737 N. Mozart) |
| Tuesday | 10/20/15 | 12:00 PM | Human Resources Committee | Foley and Lardner (321 N. Clark St.) |

NOVEMBER 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|----------|----------|--------------------------------|----------------------------------|
| Wednesday | 11/04/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |
| Monday | 11/9/15 | 6:00 PM | Board of Directors | UCAN (3737 N. Mozart) |
| Tuesday | 11/17/15 | 12:00 PM | Resource Development Committee | Foley & Lardner (321 N Clark St) |
| Thursday | 11/19/15 | 5:30 PM | Program Committee | UCAN (3737 N. Mozart) |

DECEMBER 2015

| Day | Date | Time | Meeting/Event | Location |
|-----------|---------|---------|------------------------------|-----------------------|
| Wednesday | 12/2/15 | 5:00 PM | Finance & Property Committee | UCAN (3737 N. Mozart) |

Internal Revenue Service

Date: July 22, 2003

Uhlich Children's Advantage Network 3737 N Mozart St Chicago, IL 60618-3615

Department of the Treasury

P. O. Box 2508 Cincinnati, OH 45201

Person to Contact:
Jackie Johnson 31-07453
Customer Service Specialist
Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756

Federal Identification Number: 36-2167937

Dear Sir or Madam:

This is in response to the amendment to your organization's Articles of Incorporation filed with the state on May 9, 2003. We have updated our records to reflect the name change as indicated above.

In February 1939 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid to each employee-during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its 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.

Uhlich Children's Advantage Network 36-2167937

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Section 6104 of the Internal Revenue Code requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. The law also requires organizations that received recognition of exemption on July 15, 1987, or later, to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. Organizations that received recognition of exemption before July 15, 1987, and had a copy of their exemption application on July 15, 1987, are also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. For additional information on disclosure requirements, please refer to Internal Revenue Bulletin 1999 - 17.

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,

John E. Ricketts, Director, TE/GE Customer Account Services



UCAN CODE OF ETHICS

Ethical Decision Making

UCAN employees and volunteers must:

- Conduct themselves in an ethical manner at all times.
- Consult with supervisors, other UCAN employees who are currently working with the client, colleagues, and/or the Ethics Committee when faced with an ethical dilemma.
- Utilize sound guiding principles for addressing ethical dilemmas, and may refer to the UCAN Guiding Principles for Ethical Decision Making for further guidance.
- Have a sufficient understanding of their respective professional Codes of Ethics.

Confidentiality

UCAN employees, interns, contractors and volunteers will:

- Be knowledgeable about UCAN's Policy on Confidentiality that is the base for our responsibilities around confidentiality.
- Inform all clients of all relevant confidentiality requirements and limitations.
- Seek and obtain only relevant information from clients for treatment-related issues and/or reasons.
- Be ensured that UCAN provides the tools needed to comply with all federal, state and local laws regarding confidentiality.
- Secure and safely maintain all case records including written and electronic information.
- Seek private and closed spaces to discuss client information ensuring confidentiality and to make every
 effort to ensure that others are unable to hear conversations with or regarding clients.
- Ensure when consulting outside of the client's treatment team (defined as UCAN employees who are currently working with the client) to exclude identifying information.
- Only discuss confidential client information for the purpose of treatment related reasons.
- Ensure that all client records are stored in a locked file cabinet at all times when not actively being used.
- Ensure that client records should not be taken off UCAN premises.

Client Services

UCAN employees, interns, contractors and volunteers will:

- Respect clients at all times and refrain from imposing their personal values onto the client.
- Provide developmentally and culturally sensitive services delivered in a manner understood by the client.
- Promote a client's right to self-determination whenever possible except when the client poses a threat to themselves or others.
- Ensure that all services provided to clients are documented in accordance to the rules and guidelines of the program servicing the client.

Note: Culture refers to an individual's, language, race, ethnicity, religion, sexual orientation, socio-economic level, culture, gender, political stance or physical, mental, or emotional disability.

Dual Relationships refers to a relationship that falls outside of your professional role.



UCAN will ensure:

- Client interests are primary, except when the requirements to larger society/specific legal obligations may supersede this responsibility (hotline call, client has specifically threatened to harm self/others, etc.).
- Clients are provided with culturally relevant services.
- If the client does not meet the criteria for termination, and a transfer is necessary, then he/she should be transferred to the appropriate service provider. If the service needed is not available, UCAN employees will attempt to link the client to other resources or inform the client that he/she will be on a waiting list until the appropriate service is offered.
- UCAN will provide identified services to the clients to the best extent possible.
- Clients have the right to refuse services at any time.

Termination of services should occur when the client and service provider agree that the reason for the referral and service goals are met.

Relationships with Clients

UCAN employees, interns, contractors and volunteers will:

- Avoid having additional relationships with clients outside of professional relationships (e.g. social, recreational, and financial).
- Ensure accurate and respectful language is used in written and verbal communications about clients.
- Comply with the UCAN Boundaries Policy.
- Be aware of conflicts of interest that interfere with professionalism and judgment. UCAN employees and volunteers will inform their supervisor when real/potential conflicts of interest arise to determine a course of action.
- Ensure when services are provided to two or more people who have a relationship (family, couple, and father/mother), UCAN employees and volunteers clarify with all parties which individuals are considered clients and the professional obligations to each individual in order to minimize conflict.

Unacceptable Interactions with Clients

UCAN employees, interns, contractors and volunteers will:

- Not accept goods/services from clients as payment for services.
- Not engage in any inappropriate contact that violates any laws or UCAN policies (including sexual behavior and harassment) with current and former clients and their families (and self-defined families) under any circumstances.
- Not engage in contact with current and former clients and their families (and self-defined families) when there is risk of exploitation or potential harm.
- Not terminate services in order to pursue a different type of relationship with a client outside of the professional relationship.
- Not provide services to individuals with whom they have had a prior relationship until such time that the
 relationship is openly discussed with the employee's supervisor for clarification as to how to proceed.

Note: Culture refers to an individual's, language, race, ethnicity, religion, sexual orientation, socio-economic level, culture, gender, political stance or physical, mental, or emotional disability.

Dual Relationships refers to a relationship that falls outside of your professional role.



Relationships with Coworkers

UCAN employees, interns, contractors and volunteers will:

- Treat one another with respect and demonstrate professional conduct at all times.
- Avoid demeaning comments about one another that refer to someone's race, ethnicity, age, religion, sex, sexual preference, political belief and/or physical disability.
- Work cooperatively with one another and other professionals (securing proper consents) when it serves the best interest of clients.
- Demonstrate respect for privacy of information shared by colleagues in the course of their professional relationship.
- Resolve professional conflicts up to and including: discussion with supervisor(s), mediation with involved professional(s) and utilization of the UCAN Grievance Procedure.
- Not use personal conflicts with one another to advance their own interest, involve clients in inappropriate
 discussions about other employees and volunteers or otherwise exploit clients in any way where a conflict
 with a colleague exists.
- Not engage in sexual harassment of any other employee or volunteer. (See UCAN's policy on Sexual Harassment)
- Acknowledge another employee's difficulty to adequately perform the functions of their job by assisting their colleague with resolving the problem and/or reporting the problem to an administrator.
- Take adequate steps to discourage, prevent, expose and/or correct inappropriate and/or unethical conduct of colleagues.
- Have the option to offer information and/or defend against colleagues who may be unjustly accused of misconduct.
- Ensure that employees or former employees will not receive preferential treatment in the provision of client services.

Supervision

UCAN supervisors will:

- Have and appropriately represent professional credentials and/or training to provide supervision and that the level of supervision is correlated to the need of the supervisee.
- Hold supervisees accountable to follow ethical standards, legal responsibilities and UCAN Policy and Procedure.
- Evaluate supervisees fairly and objectively on clearly stated criteria, sharing opinions about supervisee's performance in an ongoing manner.
- Ensure that UCAN employees and volunteers make best efforts to avoid conflict of interest within the supervisory relationship.
- Provide supervision in accordance with UCAN Supervision Guidelines.
- Consider differences in the client/supervisee relationship and the supervisee/supervisor relationship.
- Demonstrate respect for privacy of information shared in the course of their professional relationship.
- Avoid dual relationships with supervisees/reports whenever possible.
- Monitor the resolution of any professional conflicts that occur with their employees up to and including: discussion with supervisees, mediation with involved professional(s) and utilization of the UCAN Grievance Procedure.

Note: Culture refers to an individual's, language, race, ethnicity, religion, sexual orientation, socio-economic level, culture, gender, political stance or physical, mental, or emotional disability.

Dual Relationships refers to a relationship that falls outside of your professional role.



Competency

UCAN employees, interns, contractors and volunteers will:

- Adhere to Ethical Standards, legal responsibilities, and UCAN Policy & Procedure at all times.
- Provide services only within the boundaries of their competence, based on education, training, supervised experience, and professional experience.
- Accurately represent their qualifications, educational backgrounds, and professional credentials.
- Maintain awareness of current professional information and take advantage of continuing professional education in order to maintain a high level of competence.
- Participate in an ongoing learning process to enhance cultural proficiency, integral to this field.

Human Resources

UCAN will:

- Comply with all federal, state, and local laws pertaining to human resource practices.
- Comply with all Council on Accreditation and contractor requirements for human resource practices.
- Provide equal employment opportunity and advancement of everyone regardless of age, sex, color, race, creed, national origin, sexual orientation, religion, marital status and disabilities that do not interfere with performance of essential job functions.
- Only consider hiring relatives of employees if there is no potential for a conflict of interest as outlined by UCAN's Nepotism Policy.
- Maintain confidentiality of employee and volunteer human resource files.
- Provide its employees and volunteers a formal grievance procedure, as outlined in the Employee Grievance Policy.
- Provide human resource policy and procedure in accordance with applicable legal and ethical standards.

Work Environment/Safety

UCAN will:

- Ensure work environments that are safe and hazard free.
- Ensure all facilities housing clients meet and maintain licensing standards regarding safety.
- Ensure agency vehicles are safe and maintained routinely

UCAN employees, interns, contractors and volunteers will:

• Use resources/office supplies for business purposes, unless otherwise approved.

Research

UCAN employees, interns and volunteers will:

- Adhere to the UCAN Policy on Ethic Protocols for Human Subjects Research involving UCAN clients and/or UCAN client data.
- Ensure that there is minimal risk to clients involved, that human dignity is maintained at all times and adequate provisions are in place to protect client confidentiality.
- Ensure that all procedures used are safe and consistent with sound research design.
- Advise any research subjects that their participation is voluntary and obtain all necessary consents prior to the commencement of the research project.
- Participate in UCAN's internal review process of all research opportunities by vetting all proposals through UCAN's Ethics Committee.

Note: Culture refers to an individual's, language, race, ethnicity, religion, sexual orientation, socio-economic level, culture, gender, political stance or physical, mental, or emotional disability.

Dual Relationships refers to a relationship that falls outside of your professional role.



Fundraising

UCAN will:

- Ensure fundraising is done in a manner consistent with national standards for non-profit fundraising.
- Protect current and former clients' identities (including images) when using clients' stories or testimonials for promotional or fundraising purposes by obtaining proper consent.
- Ensure that clients will be made aware of any situation in which they are being asked to share their information and the possible risks to disclosing personal information.
- Inform and receive permission prior to using employee images in promotional or fundraising materials.

External Relationships

UCAN will:

- Make every effort to work with other organizations and companies that share our organizational values and conduct business in an ethical manner.
- Ensure that we will not endorse any candidate for office, nor give the appearance of endorsing a candidate.
- Make certain that political activity by an employee will be done on their own time as a concerned citizen.
- Guarantee any political activity under the auspices of UCAN will be conducted only by those employees who
 are registered lobbyists in good standing with the state of Illinois.
- UCAN will not reimburse employees for political contributions made to members of any level of government.
- Ensure that no kickbacks or favors are provided or received for the exchange of services. Kickbacks are defined as bribes of any type, money or materials.
- Comply with all applicable gifting laws.

Note: Culture refers to an individual's, language, race, ethnicity, religion, sexual orientation, socio-economic level, culture, gender, political stance or physical, mental, or emotional disability.

Dual Relationships refers to a relationship that falls outside of your professional role.



Financial Responsibility

UCAN employees, interns, contractors and volunteers will:

- Ensure that billing documents accurately reflect the services that were provided.
- Ensure that all money received (by the agency or an employee on behalf of the agency) will be used for their stated intended purpose.
- Provide payroll documents that reflect accurate use of hours work and PTO used.
- Provide financial documents that accurately reflect that all money for clients was spent for its stated purpose.
- Provide accurate documentation on Expense and Mileage reimbursements.
- Ensure that no personal favors are provided or personal financial gain on the part of the employees for the work of the organization.
- Ensure that all receivables will be placed in their proper categories/accounts.
- Ensure that all grant money received will be utilized and allocated responsibly.

| By signing this document, you are agreeing to conduct yourself in accordance with UCAN's Ethical Code. | |
|--|--|
| Employee Signature Date | |

Note: Culture refers to an individual's, language, race, ethnicity, religion, sexual orientation, socio-economic level, culture, gender, political stance or physical, mental, or emotional disability.

Dual Relationships refers to a relationship that falls outside of your professional role.



Conflict of Interest Board of Directors

Each member of the UCAN Board of Directors and any Advisory Board member who is a member of a Board committee shall sign the UCAN Board Conflict of Interest Policy upon being elected/appointed to the Board (or committee) and annually thereafter. The Board member will not participate in board activities prior to the Conflict of Interest being reviewed and signed. The signed policies will be on file in the UCAN corporate offices. The members of the Board shall have no direct or indirect interest in the assets or leases of the Agency. No member shall receive honoraria or derive any personal profit, directly, by reason of his or her membership to the Board or because of services provided to the Board. Any member who individually or as part of a business or professional firm is involved in business transactions with or current professional services to the Agency shall be considered to have a potential conflict of interest.

Whenever a conflict of interest of any member of the Board may exist relating to a contract or other transaction, the board member affected is expected to make a prompt and full disclosure of that interest. Each Board member must disclose to the Board any personal interest which he or she or any member of his or her immediate family may have in any current or potential matter before the Board and refrain from participating in any decision on such matters. If a potential board conflict is discovered by a member of the UCAN leadership team, they are to identify this potential conflict to the Chief Executive Officer.

Upon declaration of a potential conflict of interest, the Board of Directors shall begin to review the details of the potential conflict. The board member shall not participate or vote on any matters related to this potential conflict other than to present factual information or respond to questions regarding the potential conflict. UCAN management will provide as part of this discussion its analysis of the potential conflict and whether or not the financial arrangement in discussion is at market with acceptable risk and/or is beneficial to UCAN. The Board of Directors will, by majority vote, decide whether to move forward or not with the arrangement in question. The Minutes of the meeting shall reflect the disclosure, the votes thereon and, where applicable, the abstention from voting and participation.

There shall be no familial relationship between the Chief Executive Officer, the President/Chief Operating Office and the Chief Financial Officer. No member of the CEO's, President/COO or the CFO's immediate family may serve on the Board of Directors. Board member's immediate family may not serve as CEO, President/COO, CFO, or an independent contractor of the Agency.

UCAN management will maintain a list of all such approved agreements to be reviewed annually by the Board of Directors.

| , , , , , , , , , , , , , , , , , , , | ntial conflicts of interest on my part have been brought to and acteurs accordingly in compliance with this Policy. |
|---------------------------------------|---|
| I have reviewed this Policy | nd am aware and willing to comply with all expectations set forth. |
| Dated: | Signed: |
| | |

| 1. When did/will your term as a Board member start? December 13, 2004 |
|---|
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No No |
| If yes, where have you worked? |
| What is/was your job title? |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No No |
| If yes, describe the circumstance: N/A |
| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |

| Yes No No |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |
| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |
| Yes |

| No 🖂 |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{\text{N/A}}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No No |
| If yes, please describe: N/A |
| |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No No |
| If yes, please describe: N/A |

| Cash of any amount? Yes | 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|---|---|
| Yes No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source: N/A 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from one source valued at over \$100? Yes □ No Several items or services from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business from your proposed school or from any entity soliciting work or business f | Yes |
| Yes No ⊠ If yes, please list the gift, amount and source: N/A 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? Yes □ No ☑ If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A Additional Considerations 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). | Yes |
| N/A Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? Yes \Boxed{\textstyle{No}} \textstyle{No} \Boxed{\textstyle{No}} If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A Additional Considerations Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). | Yes |
| cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? Yes No S If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A Additional Considerations 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). | |
| No | proposed school or from an entity that has done or plans to do work with your proposed |
| entertainment, etc.): N/A Additional Considerations 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). | |
| Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). | entertainment, etc.): |
| (Code of Ethics). | Additional Considerations |
| I affirm 🔀 | V NAME OF THE PROPERTY OF THE |
| | I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. | 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A | |

Verification

| I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief. | | |
|---|--|--|
| Print Name: Richard H. Fleming Date: 4/5/2015 | | |
| Signature: Ruhand & Flinning School: UCAN Tech | | |

| 1. When did/will your term as a Board member start? |
|---|
| Arons 1995-1996 |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No |
| If yes, where have you worked? |
| |
| What is/was your job title? |
| |
| What are/were your dates of service? |
| |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No |
| If yes, describe the circumstance: N/A |
| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |

| Yes No 🖂 |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |
| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |

| Yes No \(\sum \) |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{\text{N/A}}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No 🖂 |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No No |
| If yes, please describe: N/A |

| Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |

Verification

| I declare that this Statement of Economic Interests, inc correct and complete statement of my interests, to the b | |
|--|-------------------|
| Print Name: TRACH ROBINSON | Date: $3/31/115$ |
| Signature: | School: UCAN Tech |

| When did/will your term as a Board member start? |
|--|
| January 2012 |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes D No x |
| If yes, where have you worked? |
| What is/was your job title? |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No 🖂 |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charte or contract school? |
| Yes D No D |
| If yes, describe the circumstance: N/A |

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

| 1. When did/will your term as a Board member start? |
|---|
| |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes |
| If yes, where have you worked? |
| |
| What is/was your job title? |
| |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No |
| If yes, describe the circumstance: N/A |

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

| Yes |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): $\ensuremath{N\!/\!A}$ |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

520

| Yes \[\] No \[\infty \] |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/\!A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{\text{N/A}}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes |
| If yes, please describe: N/A |

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |

Verification

| I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief. | | |
|---|-------------------|--|
| Print Name:Colleen M Bradley | Date: _ 4/1/15 | |
| Signature: When M Bralley | School: UCAN Tech | |

| 1. | When did/will your term as a Board member start? |
|------------|--|
| | November 2014 |
| 2. | Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Ye No | |
| If y | ves, where have you worked? |
| | |
| | nat is/was your job title? |
| (| Chief Human Resources Officer, NorthShore University HealthSystem |
| Wł | nat are/were your dates of service? |
| | uly 1997 to present |
| Ne | potism |
| 1. | Are or will any of your Relatives be employed at the proposed school? |
| Ye No | |
| If y | ves, when were they hired or will be hired? |
| Ple N/A | ase list their name(s), relationship(s) to you, date(s) of employment and job title(s): |
| 2. | Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Ye No | |
| If y | ves, describe the circumstance: |

| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |
|---|
| Yes No |
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: $N\!/\!A$ |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's $name(s)$, your relationship(s), the name of the entity, describe the type of business, and identify the ownership $interest(s)$: N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): $\ensuremath{N/A}$ |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |

| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |
|---|
| Yes No |
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/\!A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: $N\!/A$ |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{N\!/\!A}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No |

| If yes, please describe: N/A |
|--|
| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): $N\!/A$ |
| Additional Considerations |
| 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |

| Verification | |
|--|---------------------|
| I declare that this Statement of Economic Interests, includin correct and complete statement of my interests, to the best of | |
| Print Name: William R. Luehrs | Date: April 1, 2015 |
| Signature: Malain Ruelus | School: UCAN Tech |

2. Please list any other disclosures you wish to make.

If yes, please explain:

N/A

| 1. When did/will your term as a Board member start? November 2014 |
|---|
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No |
| If yes, where have you worked? |
| What is/was your job title? |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No 🖂 |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No No |
| If yes, describe the circumstance: N/A |
| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |

| Yes No No |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |
| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |
| Yes |

| No 🖂 |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/\!A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{\text{N/A}}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No No |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No |
| If yes, please describe: N/A |

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |
| |

Verification

| I declare that this Statement of Economic Interests, in correct and complete statement of my interests, to the | |
|--|----------------------|
| Print Name:_Lourdes Gonzalez | Date: _April 2, 2015 |
| Signature: Muly has | School: UCAN Tech |

| General |
|---|
| 1. When did/will your term as a Board member start? |
| Renewing 3 year team Class of 2015 |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No |
| If yes, where have you worked? |
| Calumet High School |
| What is/was your job title? |
| Substitute Teacher |
| What are/were your dates of service? |
| September 1986 through May 1987 |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No |
| If yes, describe the circumstance: |

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

| · · |
|---|
| Yes No No |
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

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| Yes \[\] No \[\] |
|--|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: N/A |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: N/A |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No X |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No |
| If yes, please describe: |

N/A

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm 🖂 |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |

| = | | | | | | |
|---|---|-----|-------|----|-----|-------|
| • | Ω | H-1 | I TE | CO | N E | on |
| v | · | H 3 | I B B | | LE | K FLB |

| | | Economic Interests, in of my interests, to the | | companying pages, is a true, whedge and belief. |
|-----------------|--------|--|-------------|---|
| Print Name: Mar | efeci_ | BRIDGES | _ Date: | 4/2/15 |
| Signature: A | Rula | <i>2</i> 6 | School: UC. | AN Tech |

| Genera |
|--------|
|--------|

| 1. When did/will your term as a Board member start? Approximately 2004 |
|---|
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No 🗹 |
| If yes, where have you worked? |
| What is/was your job title? |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No 🖂 |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No 🖂 |
| If yes, describe the circumstance: N/A |
| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |

| Yes No. 100 |
|---|
| No If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their |
| employer: N/A |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes D No 🗵 |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes D No 🗵 |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |
| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |
| Yes |

| No 🗵 |
|--|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: N/A |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No 🗵 |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: N/A |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No 🖂 |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No No |
| If yes, please describe: N/A |

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes D No 🗵 |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm 🖂 |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |
| |

| I declare that this Statement of Economic Interests, include correct and complete statement of my interests, to the best | |
|--|-------------------------|
| Print Name: Levin B. Hynes D. | Pate: 4/2/15 |
| Signature: Signature: Sc | chool: <u>UCAN Tech</u> |

General

| 1. When did/will your term as a Board member start? |
|---|
| I am a recently seated Board member (March 9, 2015) |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No No |
| If yes, where have you worked? <i>N/A</i> |
| What is/was your job title? N/A |
| What are/were your dates of service? <i>N/A</i> |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes |
| If yes, describe the circumstance: N/A |
| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |

| Yes No |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No 🖂 |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes D No 🗵 |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the $item(s)$: N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

| Yes D No 🗵 |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: N/A |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: N/A |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No |
| If yes, please describe: N/A |

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |

| I declare that this Statement of Economic Interests, including any accompanying pages, is a tru | ıe, |
|---|-----|
| correct and complete statement of my interests, to the best of my knowledge and belief. | |

Print Name: OZZIE PIERCE Date: 4/3/15

Signature: School: UCAN Tech

General

| 1. When did/will your term as a Board member start? |
|---|
| 2010 |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No X |
| If yes, where have you worked? |
| |
| What is/was your job title? |
| |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No No |
| If yes, describe the circumstance: N/A |

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

| Yes No |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): $\ensuremath{N\!/\!A}$ |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

550

| Yes No No |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{N/A}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No No |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes |
| If yes, please describe: N/A |

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |

| I declare that this Statement of Econ | nomic Interests, inclu | uding any accompany | ing pages, is a true, |
|---------------------------------------|-------------------------|---------------------|-----------------------|
| correct and complete statement of n | ny interests, to the be | est of my knowledge | and belief. |

| Print Name:_ | Curtis Spears | Date: _ April 3, 2015 |
|--------------|---------------|-----------------------|
| Signature: | Cut spean | School: UCAN Tech |

General

| When did/will your term as a Board member start? |
|---|
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes No |
| If yes, where have you worked? |
| What is/was your job title? |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes |
| If yes, describe the circumstance: N/A |
| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |

| Yes No |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: $N\!/\!A$ |
| Economic Interests/Conflicts of Interest |
| 1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): $\ensuremath{N\!/\!A}$ |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |
| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |
| Yes |

| No 🖂 |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/\!A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{\text{N/A}}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes |
| If yes, please describe: N/A |
| Gifts |
| Gits |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes |
| If yes, please describe: N/A |

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |
| |

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: CHARLOTTE DAMRON Date: April 3 2015

Signature: Charlette Damur School: UCAN Tech

General

| When did/will your term as a Board member start? Fall of 2004 |
|---|
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes |
| If yes, where have you worked? |
| |
| What is/was your job title? |
| |
| What are/were your dates of service? |
| |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No 🖂 |
| If yes, describe the circumstance: N/A |
| 3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity? |

| Yes No 🖂 |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes D No 🗵 |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes D No D |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |
| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |
| Yes |

| No 🖂 |
|--|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: N/A |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes D No 🗵 |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: N/A |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No No |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No No |
| If yes, please describe: N/A |

| Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes D No 🗵 |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |
| Verification |

| I declare that this Statement of Economic Interests, in correct and complete statement of my interests, to the | |
|--|--------------------|
| Fred Reid | April 1, 2015 |
| Print Name: | Date: |
| Signature: Fred & Brid | School: LICAN Tech |

| General |
|---|
| 1. When did/will your term as a Board member start? |
| In 2014. |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes D No D |
| If yes, where have you worked? |
| |
| What is/was your job title? |
| |
| What are/were your dates of service? |
| |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes D No 🗵 |
| If yes, describe the circumstance: N/A |

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Onie Hy

| Yes L No 🗵 |
|--|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): N/A |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |
| 3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school? |

Orient My

| Yes No |
|--|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: N/A |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: N/A |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not- for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No |
| If yes, please describe: N/A |
| Gifts |
| Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No 🖂 |
| If yes, please describe: N/A |

One Thy

| 2. | Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|------------------|---|
| Cas Ye. No | |
| An Ye No | · Vermontal |
| Ser Ye No | • • • • • • • • • • • • • • • • • • • |
| If y N/A | ves, please list the gift, amount and source: |
| 3. | Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Ye No | |
| - | yes, please explain the circumstances and name the service or item of value (i.e. food, certainment, etc.): A |
| Ad | ditional Considerations |
| 1. | Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| Ia | ffirm 🖂 |
| 2. | Please list any other disclosures you wish to make. |
| | If yes, please explain: N/A |
| | |

Ohn Hay

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name:

Signature:

Date: (

School: UCAN Tech

General

| 1. When did/will your term as a Board member start? |
|---|
| |
| 2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit? |
| Yes |
| If yes, where have you worked? |
| |
| What is/was your job title? |
| |
| What are/were your dates of service? |
| Nepotism |
| 1. Are or will any of your Relatives be employed at the proposed school? |
| Yes No No |
| If yes, when were they hired or will be hired? N/A |
| Please list their name(s), relationship(s) to you, date(s) of employment and job title(s): N/A |
| 2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school? |
| Yes No No |
| If yes, describe the circumstance: N/A |

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

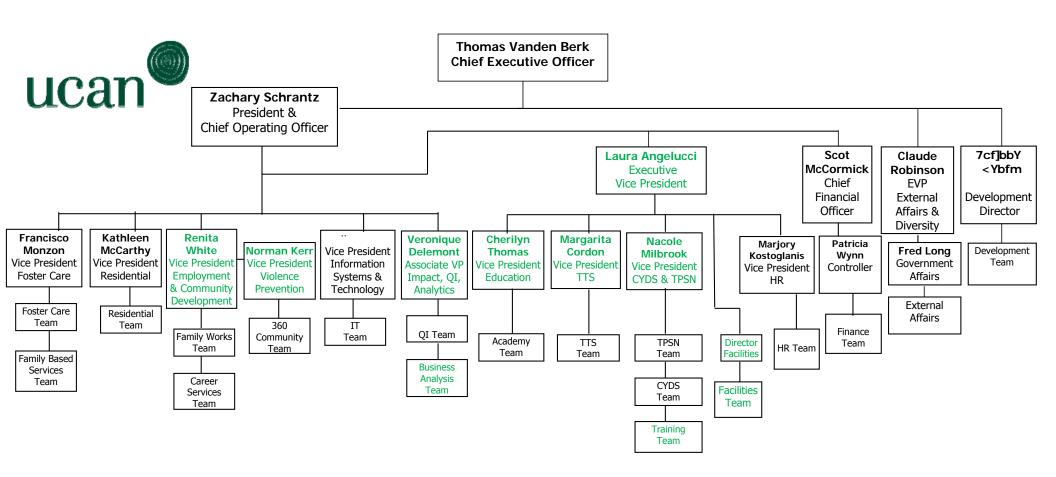
| Yes No |
|---|
| If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer: N/A |
| Economic Interests/Conflicts of Interest |
| Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school? |
| Yes No |
| If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s): N/A |
| If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s): N/A |
| 2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds? |
| Yes No |
| If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s): $\ensuremath{N\!/\!A}$ |
| If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s): N/A |

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

| Yes No No |
|---|
| If yes, and you are acting in such capacity, list the Entity name, address and type of Entity: $N\!/\!A$ |
| If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity: N/A |
| 4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees? |
| Yes No No |
| If yes, and you have provided such goods or services, please describe the nature of the good or service provided: $\ensuremath{N\!/\!A}$ |
| If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided: N/A |
| 5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve? |
| Yes No No |
| If yes, please describe: N/A |
| Gifts |
| 1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member? |
| Yes No No |
| If yes, please describe: N/A |

| 2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business: |
|--|
| Cash of any amount? Yes No No |
| An item or service valued at more than \$50? Yes No No |
| Several items or services from one source valued at over \$100? Yes No No |
| If yes, please list the gift, amount and source: N/A |
| 3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school? |
| Yes No No |
| If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.): N/A |
| Additional Considerations |
| 1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics). |
| I affirm ⊠ |
| 2. Please list any other disclosures you wish to make. |
| If yes, please explain: N/A |

| I declare that this Statement of Economic correct and complete statement of my into | | ncluding any accompanying pages, is a true, e best of my knowledge and belief. |
|---|---------|--|
| Print Name: <u>Gary Fennessey</u> | _ Date: | 4/5/2015 |
| Signature: | | School: UCAN Tech |



ORGANIZATION CHART 2017



| Report | Frequency |
|---|-----------|
| Balance Sheet | Monthly |
| Statement of Activities | Monthly |
| High Level Programmatic Budget to Actual Analysis | Monthly |
| Detailed Programmatic Budget to Actual Analysis | Monthly |
| Financial Audit | Yearly |
| A133 Audit | Yearly |



Procedure On Purchasing And Approved Spending

Purchasing Statement:

In order to assure that spending is consistent and appropriate procedures are followed when business expenditures are made the following policy will be followed. All purchases must be properly authorized by supervisory staff or senior level management personnel.

A. Travel/ Business Trips

A supervisor or senior level manager must approve, in advance, all long distance travel for which expense reimbursement will be sought.. The employee planning to travel must seek the most competitive prices for expenses such as airline tickets, hotel rooms, and rental vehicles. The employee should use internet sites (ie.. Expedia.com) to access comparative pricing for these items. Documentation of comparative pricing must be submitted with all requests for expense reimbursement. Employees will be reimbursed for up to \$30 per day for meals during business trips. UCAN will not reimburse its employees for alcohol purchases or expenses related to entertainment, however, all other reasonable business related expenses will be reimbursed.

B. Disallowed Expenditures

Expenditures such as employee entertainment and parties, personal use of company owned vehicles, gifts, incentives, non-program related activities, or other costs not reasonably related to direct services may not be considered by various government agencies for reimbursement. UCAN's management staff may approve expenditures for such items, however, these items must be appropriately described and segregated from expenditures on direct service programs. Such items will be charged to non-program cost centers or account numbers used to segregate disallowed expenditures. Programs funded by government agencies that do not consider such expenditures for reimbursement will not be charged for such expenditures.

C. Approved Spending Levels

To assure that appropriate expenditure controls exist, progressive levels of approval will be used.

- ⇒ Expenditures in excess of \$5,000 require the approval of one of the following: CEO, President or CFO.
- ⇒ Expenditures greater than \$2,500 and less than or equal to \$5,000 must be approved by a Vice President.
- ⇒ Expenditures greater than \$500 and less than or equal to \$2,500 must be approved by a Director or a Vice President if there is no Director in the program.
- ⇒ Supervisors may approve expenditures of \$500 or less.

- ⇒ All expenditures must have at least one approval. At a minimum, expenditures must be submitted by the requestor and approved by the person to whom they report. The only exception to this rule is that, the President or the CEO may singly sign for an expenditure. No employee may singly approve an expenditure to her/himself.
- ⇒ The Director of Facilities Management is responsible for all capital expenditures (i.e.....furniture, equipment other than E.D.P., building or leasehold improvements), and may approve capital expenditures of \$5,000 or less that have been approved in the annual budget. A second signature for the purpose of review is required from the Chief Financial Officer. The Facilities Director may delegate the purchase of a capital good to a program manager or supervisor, but the Facilities Director must approve all purchases of capital goods. The Chief Financial Officer must approve all capital purchases and improvements for more than \$5,000 and all capital purchases and improvements that have not been approved in the annual budget.
- ⇒ The CIO is responsible for the purchase of all computer related software, hardware, equipment, and supplies and follows the same limitations as the Director of Facilities Management.

The Finance Department will return any request for payment that does not observe the above policy to the sender or to the individual required to approve the expenditure. Attempts to circumvent this policy will be met with disciplinary action.

Company Credit Card Usage Statement:

To allow for the efficient purchase of goods and services, UCAN management staff may be issued company credit cards. Holders of company credit cards may only purchase goods and services that are for the benefit of and on behalf of UCAN. Personal charges to company credit cards are strictly prohibited.

A. Receipts For Goods And Services Purchased

- All holders of company credit cards must submit receipts for all goods and services purchased. The receipts must be submitted promptly when requested by members of ucan's finance department. Employees who consistent fail to submit receipts for goods and services purchased with company credit cards in a timely manner will be barred from possessing company credit cards.
- A proper description is required for all purchases made with company credit cards.
 For all purchases, holders of company credit cards must provide information describing the following:
 - ⇒ When a company credit card is used for restaurant purchases, the holder must note who was present at the meal, which program benefited from the purchase, and the clear business purpose of the meal.
 - ⇒ When a company credit card is used for the purpose of a business trip, the holder must note the destination of the trip, which program benefited, and the clear business purpose of the trip.
 - ⇒ For all other purchases, the holder must note which program benefited and the clear business purpose of the expenditure.
 - \Rightarrow The descriptions above must be provided for all credit card charges and must clearly justify the business reasons for the purchase..

B. Payment Authorization

Credit card holders are responsible for authorizing and properly account coding each charge for payment. The credit card holder's supervisor must thoroughly review all receipts and approve all purchases as well.



Policy on Use of Human Service Contractors (Individuals & Organizations)

Statement:

When deemed necessary, Uhlich Children's Advantage Network (UCAN) may utilize contractors (individuals and/or organizations) for the delivery of human services. When utilizing such contractors, the agency purchaser of the service must ensure the following:

A. Contractors

- All contractors must meet applicable licensing, certification, legal, and regulatory requirements.
- Contractors providing accreditable services must meet national accreditation standards.
- The contractor must have sufficient human and financial resources to fulfill the terms of the contract.

B. Contracts

- A valid contract must be signed with each individual contractor, specifying all payment terms and obligations of each party. Significant terms of the contract should include, but are not limited to, the following:
 - ⇒ A confidentiality agreement regarding services provided to UCAN clients
 - ⇒ Roles and responsibilities of participating organizations or independent contractors
 - \Rightarrow Duration of contract, including delineation of any follow-up services and conditions for termination
 - ⇒ Services to be provided
 - ⇒ Expected outcomes and client satisfaction
 - ⇒ Eligibility criteria, target population, and service authorization
 - ⇒ Provisions for training and technical support
 - ⇒ Policies and procedures for sharing information
 - ⇒ Methods for resolving disputes
 - ⇒ Plan and procedure for timely payment, including consequences for failure to pay
 - ⇒ Documentation and reporting requirements
- Services by independent contractors will not be provided if an approved contract is not on file.
- Contractors will be informed that UCAN does not provide insurance coverage for their potential liabilities.

C. Supervision/Accountability

- When services are directly authorized or purchased on behalf of persons served, UCAN will
 follow a standard procedure for service authorization that includes providing a summary of
 the service plan and a schedule of services to the cooperating organization or direct service
 provider.
- The UCAN program or department who hires the independent contractor is responsible for reviewing and ensuring the quality of the work product or services. The Quality Improvement Department may assist in this process. Areas to address include:
 - ⇒ Fulfilling the terms of the contract (as identified in B)
 - ⇒ Administrative and programmatic accountability
 - ⇒ Reporting on the quantity and quality of the services delivered under the contract
- The responsible supervisor must establish regular reporting or meeting schedule in order to formally review the work product or services.
- UCAN will monitor and evaluate the activities of the contractor, if the performance does not
 meet the needs of the program the contract may be terminated by UCAN with the appropriate
 notification.

D. Contractor obligations

- Contractor must provide proof of adequate insurance coverage based upon the services being provided.
- Contractor must provide appropriate social security number or federal employer identification number to UCAN.
- Contractor must comply with all appropriate medical and background checks (including proof of credentials) required by UCAN.
- Contractor must comply with all policies and procedures of UCAN, especially in regards to confidentiality of persons served, professional conduct and practices, and the law.

E. Internal Revenue Service requirements

- If there is any question as to the use of independent contractors, UCAN will seek outside advice from either its legal representatives or the IRS.
- UCAN's Finance Department will prepare and distribute 1099 forms to each contractor by January 31 of the following year.

F. Formal bidding process or request for proposals

- For some contracts, UCAN may elect to announce the availability of contract funds through a
 formal bidding process or request for proposal. In these circumstances, the process should
 include the following:
 - ⇒ Adherence to all applicable laws and regulations
 - ⇒ Open, public solicitation of bids
 - ⇒ Clear and objective selection/award criteria
 - ⇒ Procedures for rating proposals and selecting contract providers
 - ⇒ Procedures for awarding contract funds that are open to scrutiny by the public

G. Compliance Review

• At least annually, UCAN's Finance Department will conduct random sample reviews of adherence to this policy.

UCAN

Check Signing Procedure

Effective 12-20-10 Updated 4-6-15

Overview

All checks greater than or equal to \$5,000 will be manually signed by two authorized signers. Checks less than \$5,000 will be stamped by finance department personnel in the presence of an authorized signer with the authorized signer's facsimile stamp.

Authorized Signers

Tom VandenBerk – President Zack Schrantz – CEO Scot McCormick – CFO Laura Angelucci – VP Administration

Stamping Personnel

Angela Williams – Contracts & Receivables Coordinator III Fiaze Issa – Senior Accountant

Procedure

- 1) Each Thursday, finance department personnel will prepare a schedule of check signers and stampers for the next week. The schedule will indicate which authorized signer will be the lead signer (person whose stamp will be used), the secondary signer for all checks greater than or equal to \$5,000 and the stamper for each work day. The schedule will be forwarded to all authorized signers and all finance personnel who stamp checks.
- 2) An electronic copy (pdf) of the check register for all checks to be stamped will be forwarded to the lead authorized signer via email by accounts payable. The authorized signer will request support documentation for checks less than \$5,000 at their discretion by placing a box around the checks for which they require support and returning the check register to accounts payable.
- 3) Stampers will provide the designated authorized signer with checks greater than \$5,000 and the supporting documentation and the other support the signer has requested (or the support will be sent electronically).
- 4) The lead signer will give their stamp to the stamper and will review and sign the checks greater than or equal to \$5,000 and the other support they requested. The lead signer will electronically sign the check register indicating their approval of the payments on the register.
- 5) The stamper will stamp the checks less than \$5,000 in the presence of the authorized signer.
- 6) The stamper will take the checks greater than or equal to \$5,000 to the secondary signer.
- 7) The secondary signer will sign the checks greater than or equal to \$5,000.
- 8) All checks will be returned to accounts payable for processing.