



TEC Services Consulting, Inc.
1620 Pebblewood Lane, Suite 270
Naperville, Illinois 60563
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(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,

A handwritten signature in blue ink that reads "Greg Sutton". The signature is written in a cursive style with a prominent flourish at the end.

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
<u>Social Science</u>	
World Studies	1.0
U.S. History	1.0
Core Credit Total:	12.0

Promotion Overview

Freshman	0.0 - 5.5 credits
Sophomore	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	Courses
Certifications: MOS, MDL, A+	
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	
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 3
Section 3	Advanced Business Skills
	Advanced Computer Application Competency Skills
	Intermediate Network Concepts
	Project Work 4
	Credit Total: 9.0

Pathway and Industry Certifications	Courses
Pathway IV: Network Support	Courses
Certifications: MOS, MDL, A+, Network+, Project+, MTA, MCSA	
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	Courses
Certifications: MOS, MDL, A+, Network+, CCENT	
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 Credit Total: 12.0

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

Pathway and Industry Certifications	Courses
Pathway VII: Application Development	Courses
Certifications: MOS, MDL, MCP	
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	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 Application Design
	Project Work 2
Section 3	Advanced Business Skills
	General Database Concepts
	Intermediate Web Application Design
	Project Work 3
	Credit Total:12.0

Pathway and Industry Certifications	Courses
Pathway IX: Enterprise Web Application Developer	Courses
Certifications: MOS, MDL, MCP, CompTIA Mobility, MCSA, CompTIA Project+	
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 Application Design
	Project Work 2
Section 3	Advanced Business Skills
	General Database Concepts
	Intermediate Web Application Design
	Project Work 3
Section 4	Intermediate Database Concepts
	Advanced Web Application Design
	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 (<i>Uhlich Children's Advantage Network</i>)	Chicago, IL
	President/Chief Operating Officer		2011-present
	<ul style="list-style-type: none">Consolidated all internal operating responsibilities with the oversight of human resources, risk management, quality improvement, and information technologyLed effort to establish clear outcome dashboards for all agency programsContributed 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
	<ul style="list-style-type: none">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 "<i>Network Advantage</i>" 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
	<ul style="list-style-type: none">Oversaw the creation, development, and implementation of the largest child welfare managed care contract in Illinois: the \$8 million <i>Teen Parenting Service Network</i>.Continued responsibility for departments of Finance, MIS, <i>Child and Family ProFile</i>, 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
	<ul style="list-style-type: none">Responsibility for Departments of Finance, Human Resources, MIS, <i>Child and Family ProFile</i>, 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		

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

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 co-captain 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
Community Development

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

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 Network (UCAN)	Public Housing Workforce Development -multiple programs/initiatives	May 2010 – Present
The Children's Place Association	Quality Assurance - agency wide	October 2007 to Present
Hull House Association Director	Independent Living Transitional Living Homeless Youth	June 1999 to September 2007
Central Baptist Family Services Senior Vice President Director	Foster Care Intact Family Counseling Day Treatment	November 1994 to April 1999

**White
Page Three**

Volunteers of America Social Work Supervisor Child Welfare Worker III	Foster Care Licensing	July 1992 to November 1994
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Council on Jewish Elderly Supervisor	Home Health	July 1988 to July 1991
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Metropolitan Family Services Caseworker Consultant	Elderly	November 1984 to July 1988
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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

Chief Financial Officer

Scot M. McCormick, CPA

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
ASSOCIATION**

American Institute of Certified Public Accountants

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 policies.
- 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**
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.

FRED LONG

10039 S. California, Chicago, IL 60655 | C: 773-419-0015 | fredrick.long@ucanichicago.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.
 - Boiler maintenance, change igniters.
 - Chillers: cleaning chiller tubes.

June 1998—Sept 2006 Chicago Botanic Garden

Glencoe, IL

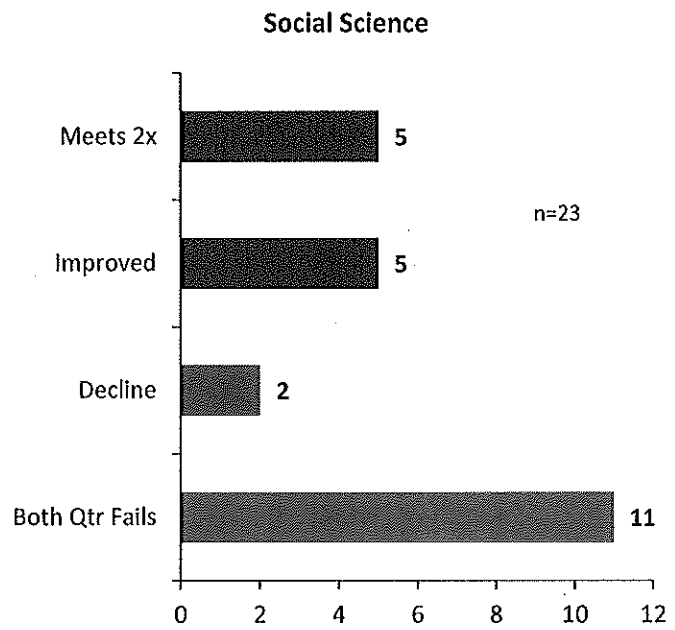
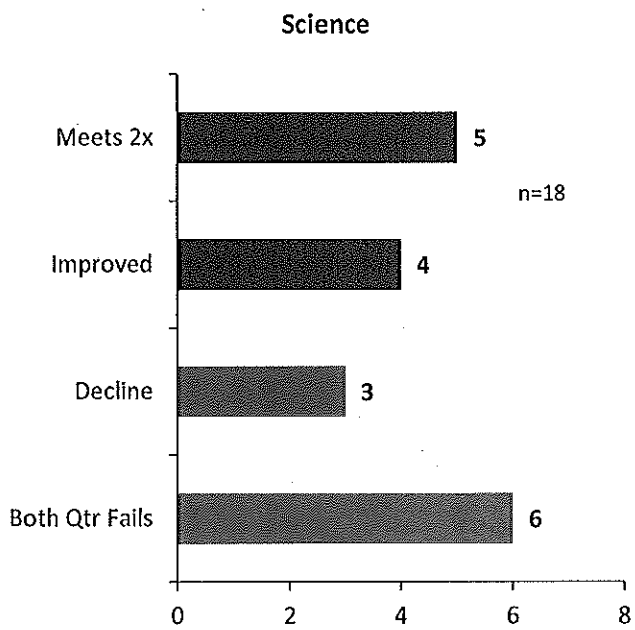
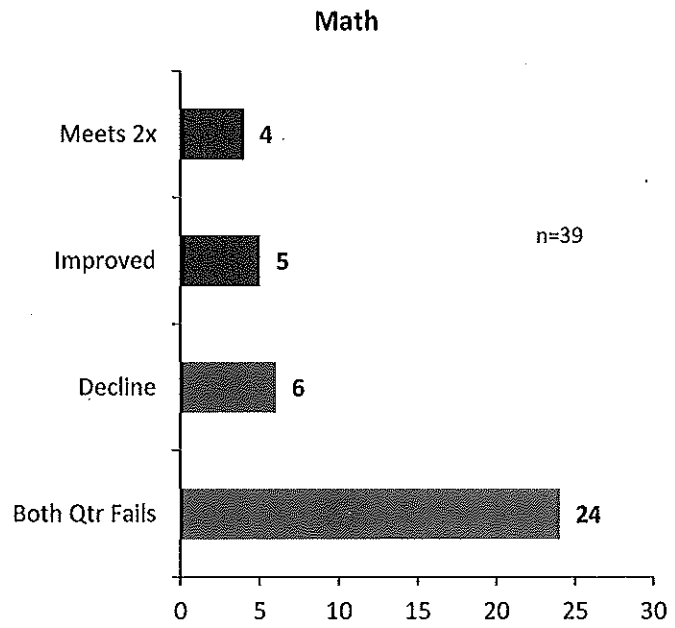
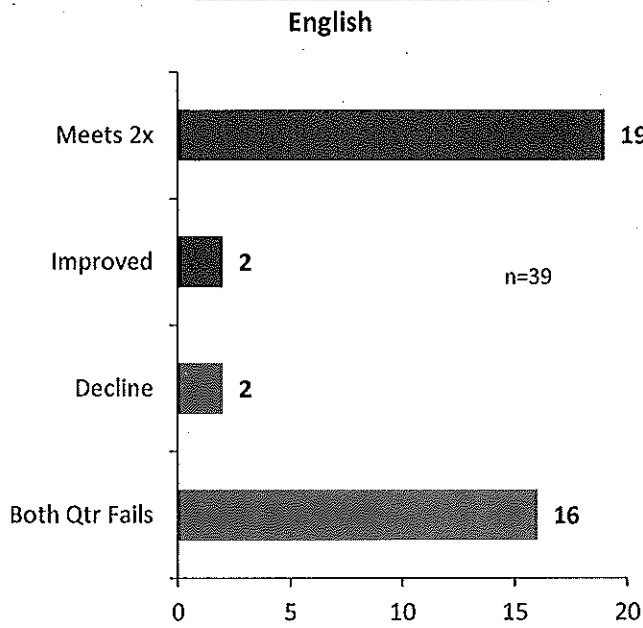
Building Engineer, IV

- 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.
 - 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: Certificate	Cadillac High School Cadillac, Michigan	Welding and Metal Fabrication

UCAN High School IEP Academic Goal Monitoring Scores Meets \geq 70% Qtrs 1 & 2





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
Direct reports: 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 and 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 laboratory experiments and demonstrations.

Week	Essential Content	Subtopics	Instructional 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 air? 3. The capture-recapture method. 4. How is the hypothesis tested and evaluated?	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.
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 air? 3. The capture-recapture method. 4. How is the hypothesis tested and evaluated?	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.
5 & 6	Unit 11: Ecological Interactions (Ecosystems)	Planets, Matter and Energy in the Ecosystem, Interactions in the Ecosystem, and Ecosystem Balance 5. Planet and the water cycle. 6. Yeast population density. 7. Human activity affecting deer population over time.	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.
7 & 8	Unit II: Ecological Interactions (Ecosystems)	Planets, Matter and Energy in the Ecosystem, Interactions in the Ecosystem, and Ecosystem Balance 5. Planet and the water cycle 6. Yeast population density. 7. Human activity affecting deer population over time.	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	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
9 & 10	Unit III: Biomes (Ecosystems Cont'd) Deserts, Tundra, Grasslands, Forests, Freshwater, and the Marine Biome	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.
11 & 12	Unit III: Biomes (Ecosystems Cont'd) Deserts, Tundra, Grasslands, Forests, Freshwater, and the Marine Biome	The Biomes and Their Characteristics: 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.	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.
13 & 14	Unit IV: 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	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	Essential Content	Subtopics	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 lab 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 portfolio 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?	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.
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 VII: Managing Human Impact	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.
36 & 37	Unit VIII: Managing Human Impact	Habitat Destruction, Toward a Sustainable Future, and Protecting the Environment 27. How does the environment affect an eagle 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 concerns to your elected government officials? 32. How do you decide which community owned lands Should be developed and which should be left as open space?	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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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 and 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 laboratory experiments and demonstrations.

Week	Essential Content	Sub Topics
38 & 39	Unit VIII: Energy Resources Alternative Energy	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	Unit VIII: Energy Resources	

UCAN Tech

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, utilize properties 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.

<u>Week</u>	<u>Essential Content</u>	<u>Student Activities/Instructional Strategies</u>	<u>Instructional Material Resources</u>	<u>Homework/Assessment</u>
1 & 2	Students will review number theory and be introduced to the graphing calculator.	Diagnostic Testing Calculator Activities 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 Root Table 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.

UCAN Tech

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, utilize properties 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	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 Complete 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 Graph paper	Graphing Calculators Textbook Graph Paper Pencils Ruler Teacher Resource
19 & 20	Students will learn about the slope intercept Use Formulas to Calculate Data form, point-slope form, standard form,			

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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, utilize properties 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	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
21 & 22	Students will learn how to solve and graph one-step, multi-step, and compound inequalities.	Graph Inequalities Vocabulary Logs Cooperative Exercises 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
23 & 24	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
25 & 26	Students 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
27 & 28	Students will learn 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

UCAN Tech

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, utilize properties 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	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. quiz. Homework
37 & 38	Students will 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	Midunit 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

English I- Survey of Literature is a course divided into two semesters. Semester one focuses on mythology, the short story, the novel, persuasive and expository writing, and conventions. Semester two focuses on poetry, drama, nonfiction, narrative/ descriptive writing, research and conventions.

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

UCAN Tech
 ENGLISH DEPARTMENT
 Course Title: Survey of Literature
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Week	Essential Content	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
5	Introduction to Survey of Literature Mythology Selections from African, Greek, Indian, Viking, Asian, or Roman Mythology Concepts/Terms Literary Terms for Mythology (See POS) 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 Subject/Verb Agreement	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

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Week	Essential Content	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
6 & 7	The Short Story Concepts/Terms See POS Plot Analysis Five Conflicts Characterization: Static/Dynamic Stereotyped/Round Writing Narrative Paragraph/Essay Creative Writing Grammar Pronoun Usage Adjectives and Adverbs Verbal, Adjective, Adverb, and Prepositional Phrases.	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

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Week	Essential Content	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
8 & 9	The Short Story Concepts/Terms See POS Plot Analysis Five Conflicts Characterization: Static/Dynamic Stereotyped/Round Writing Narrative Paragraph/Essay Creative Writing Grammar Pronoun Usage Adjectives and Adverbs Verbal, Adjective, Adverb, and Prepositional Phrases.	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

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

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Week	Essential Content	LS	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
13 & 14	The Short Story Cont'd/Nonfiction Concepts/Terms 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, 9 101, 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 Concepts/Terms 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, 9 101, 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

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Week	Essential Content	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
20	The Novel Concepts!Terms See POS Writing Constructed responses to literature Personal narrative Grammar Punctuation Capitalization Sentence Variety	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
21& 22	Poetry Concepts/Terms Writing Review Research 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

UCAN Tech

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Week	Essential Content	Student Activities/Instructional Strategies	Instructional Material Resources	Homework/Assessment
23 & 24	Poetry Concepts/Terms Writing Review Research 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
25	Poetry Concepts/Terms See POS Writing Review Research 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
26 & 27	Drama Concepts/terms Dramatic Terms. See POS Writing Review as Needed. Grammar Unity and Coherence. 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

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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: Unity and Coherence. Review as Needed.	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
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

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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

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Week	Essential Content	ILS	Student Activities/Instructional Strategies	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

UCAN Tech

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
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 Assessments Group Activities	Text Worksheets Photocopies VCRffV Videos	Written Questions Oral Response Quizzes/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

UCAN Tech

SOCIAL SCIENCE DEPARTMENT

Course Title: World Studies

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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
11 & 12	Russia and Eastern Europe Today	Socratic Method Lecture/Discussion Writing Reading Chapter Assessments Group Activities	Text Worksheets Photocopies VCRITV Videos	Written Questions Oral Response Quizzes 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 Quizzes 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 Quizzes 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 Quizzes 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 Quizzes Projects

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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 Africa	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

UCAN Tech

SOCIAL SCIENCE DEPARTMENT

Course Title: World Studies

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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.

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
VCR!TV
Videos

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

September 1 st Quarter	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
<p><u>Content</u></p> <p><u>Reading:</u> *Narration/ narrators</p> <p>*Genre and themes</p> <p>*Soliloquy, monologue, aside, tragedy, & comedy</p> <p>*Diction, mood, and tone</p> <p>*Plot and setting</p> <p>*Figurative & Literal interpretations</p> <p>*Ironies</p> <p>*Characterization</p> <p>*Connotative vs. Denotative meanings</p> <p>*Symbolism, metaphor, simile, hyperbole, personification</p>	<p><u>Language</u></p> <p><u>Reading Literature</u></p> <p><u>Reading Informational</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u></p> <p>*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-Use parallel structure.</p> <p>- Use various types of phrases (noun, verb, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>*Apply knowledge of language to understand how language functions in different contexts, to</p>	<p>Written responses to reading</p> <p>Quizzes on comprehension</p> <p>Compose short fictional narrative</p> <p>Unit exam</p> <p>Classroom discussion</p> <p>Study guides</p> <p>Choice of projects</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence</p>	<p><u>Language</u></p> <p>L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p> <p><u>Reading</u></p> <p>R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L. 9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9</p> <p>R.I.9-10.1 R.I.9-10.2 R.I.9-10.3 R.I.9-10.4 R.I.9-10.6 R.I.9-10.7</p> <p><u>Writing</u></p> <p>W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10</p> <p><u>Speaking & Listening</u></p>	<p>Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>Teacher-selected textbooks (i.e. McDougal-Littell 9th Grade Text short stories: "The Gift of the Magi" "Romeo & Juliet" "Pyramus & Thisbe" "A Christmas Memory" etc. And McDougal-Littell 10th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;sessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il), McGraw-Hill Vocabulary Workshop etc.)</p> <p>Interest Inventory (to gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher's discretion)</p>

<p>*Voice</p> <p>*Foreshadowing, flashback, & suspense</p> <p>*Conflicts</p> <p>*Imagery</p> <p>*Dialogue</p> <p><u>Writing:</u></p> <p>*Inclusion of previous content in personal narrative compositions</p> <p>*Complete sentences</p> <p>*Clear topics and paragraph transitions</p> <p>*Use of standard English</p> <p>*Drafting and editing</p>		<p>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type. - Vocabulary Acquisition and Use <p>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> - Use as a clue to the meaning of a word or phrase. -Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. -Consult general and 	<p>corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p>SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p> <p>Task-specific Worksheets for grammar</p> <p>Crossword puzzle generator</p> <p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>SMART Notebook 11: SMART Exchange</p>
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		<p>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.</p> <p>-Verify the preliminary determination of the meaning of a word or phrase</p> <p><u>R.L.</u></p> <p>*Comparing/contrasting narratives</p> <p>*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.</p> <p>*Interpret and analyze narratives and plays</p> <p>*Summarize main ideas in stories</p>			
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		<p>*Explain significance of ideas in narratives and plays</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p> <p>*Interpret words in the context they are used</p> <p>*Determine meaning by origin</p> <p><u>R.I.</u></p> <p>*Reading text</p> <p>*Making predictions, assumptions, and inferences about the characters and the plot</p> <p>*Analyzing the text for author's purpose, style, and voice</p> <p>*Defining literary terms</p> <p>*Connecting with reading through shared personal experiences and current events</p> <p><u>W.</u></p> <p>*Drafting & writing personal</p>		
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		<p>narratives</p> <p>*Identify and correct run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper paragraph and composition development.</p> <p><u>S.L.</u></p> <p>*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.</p> <p>*Evaluate a speaker’s point of view,</p>			
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		reasoning, use of evidence and rhetoric, identify any fallacious reasoning or exaggerated or distorted evidence.		
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October 1 st Quarter	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
<p><u>Content</u></p> <p><u>Reading:</u> *Narration/ narrators</p> <p>*Genre and themes</p> <p>*Soliloquy, monologue, aside, tragedy, & comedy</p> <p>*Diction, mood, and tone</p> <p>*Plot and setting</p> <p>*Figurative & Literal interpretations</p> <p>*Ironies</p> <p>*Characterization</p> <p>*Connotative vs. Denotative meanings</p>	<p><u>Language</u></p> <p><u>Reading Literature</u></p> <p><u>Reading Informational</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u></p> <p>*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-Use parallel structure.</p> <p>- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and</p> <p>-Clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>*Apply knowledge</p>	<p>Written responses to reading</p> <p>Quizzes on comprehension</p> <p>Compose short fictional narrative</p> <p>Unit exam</p> <p>Classroom discussion</p> <p>Study guides</p> <p>Choice of projects</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, Crossword</p>	<p><u>Language</u></p> <p>L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p> <p><u>Reading</u></p> <p>R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L. 9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9</p> <p>R.I.9-10.1 R.I.9-10.2 R.I.9-10.3 R.I.9-10.4 R.I.9-10.6 R.I.9-10.7</p> <p><u>Writing</u></p> <p>W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5</p>	<p>Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>Teacher-selected textbooks (i.e. McDougal-Littell 9th Grade Text short stories: "The Gift of the Magi" "Romeo & Juliet" "Pyramus & Thisbe" "A Christmas Memory" etc. And McDougal-Littell 10th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il, McGraw-Hill</p>

<p>*Symbolism, metaphor, simile, hyperbole, personification</p> <p>*Voice</p> <p>*Foreshadowing, flashback, & suspense</p> <p>*Conflicts</p> <p>*Imagery</p> <p>*Dialogue</p> <p><u>Writing:</u></p> <p>*Inclusion of previous content in personal narrative compositions</p> <p>*Complete sentences</p> <p>*Clear topics and paragraph transitions</p> <p>*Use of standard English</p> <p>*Drafting and editing</p>		<p>of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.</p> <p>- Vocabulary Acquisition and Use</p> <p>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>- Use as a clue to the meaning of a word or phrase.</p> <p>-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p>	<p>puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p>W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10</p> <p><u>Speaking & Listening</u></p> <p>SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>Vocabulary Workshop etc.)</p> <p>Interest Inventory (to gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p> <p>Task-specific Worksheets for grammar</p> <p>Crossword puzzle generator</p>
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		<p>-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.</p> <p>-Verify the preliminary determination of the meaning of a word or phrase</p> <p><u>R.L.</u></p> <p>*Comparing/contrasting narratives</p> <p>*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.</p> <p>*Interpret and analyze narratives and plays</p> <p>*Summarize main ideas in stories</p> <p>*Explain</p>			<p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>SMART Notebook 11: SMART Exchange</p>
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		<p>significance of ideas in narratives and plays</p> <ul style="list-style-type: none"> *Define words and roots *Use words both literally and figuratively *Interpret words in the context they are used *Determine meaning by origin <p><u>R.I.</u></p> <ul style="list-style-type: none"> *Reading 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 <p><u>W.</u></p> <ul style="list-style-type: none"> *Drafting & writing personal narratives *Identify and 		
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		<p>correct run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper paragraph and composition development.</p> <p><u>S.L.</u></p> <p>*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.</p> <p>*Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric, identify any fallacious</p>		
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		reasoning or exaggerated or distorted evidence.		
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November 2 nd Quarter	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
<u>Content</u> <u>Reading:</u> *Reading 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 *Using writing	<u>Language</u> <u>Reading Literature</u> <u>Reading Informational</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Use parallel structure. - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and -Clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to	Written responses to reading Quizzes on comprehension Compose short fictional narrative Unit exam Classroom discussion Study guides Choice of projects Paraphrasing selections of text Online lesson completion Worksheets (i.e. teacher made,	<u>Language</u> L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 <u>Reading</u> R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L. 9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9 R.L.9-10.10 R.I.9-10.1 R.I.9-10.2 R.I.9-10.3 R.I.9-10.4 R.I.9-10.5 R.I.9-10.7 R.I.9-10.9 <u>Writing</u> W.9-10.1 W.9-10.2 W.9-10.3	Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester) Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10th Grade short stories: http://www.classzone.com/cz/books/mlit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?sate=il , McGraw-Hill series, Vocabulary Workshop etc.) <u>Suggested Reading:</u> 9th Grade Holocaust-related material/resources "Night" by Elie Wiesel Show virtual tours

<p>process</p> <p>*Comparing/contrasting ideas</p> <p>*Analyze concepts specific to narratives, such as irony, climax, point of view, and symbolism</p> <p>*Interpret and analyze universal themes</p> <p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives</p> <p>*Draw on prior experience and reading fiction to increase self-awareness</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p> <p>*Interpret words in the context they are used</p> <p>*Infer meaning by origin</p>		<p>writing or presentations.</p> <p>*Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.</p> <p>- Vocabulary Acquisition and Use</p> <p>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing</p>	<p>crossword puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p>W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10</p> <p><u>Speaking & Listening</u></p> <p>SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>of Auschwitz & Birkenau at www.remember.org</p> <p>10th Grade</p> <p>“Of Mice of Men” by John Steinbeck</p> <p>“Fallen Angels”</p> <p>“A Separate Peace”</p> <p>Interest Inventory (to gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p>
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<p>*Identify and correct run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p><u>Writing:</u></p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences</p> <p>*Demonstrate proper paragraph and composition development</p> <p><u>Speaking and Listening:</u></p> <p>*Engage an audience</p> <p>*Interpret and deliver information</p> <p>*Deliver thoughtful, well-reasoned presentations</p> <p>*Practice with peers</p>		<p>flexibly from a range of strategies.</p> <p>- Use as a clue to the meaning of a word or phrase.</p> <p>-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>-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.</p> <p>-Verify the preliminary determination of the meaning of a word or phrase</p> <p><u>R.L.</u></p> <p>*Comparing/contrasting narratives</p>		<p>Task-specific Worksheets for grammar</p> <p>Crossword puzzle generator</p> <p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>SMART Notebook 11: SMART Exchange</p>
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		<p>*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.</p> <p>*Interpret and analyze narratives and plays</p> <p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives and plays</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p> <p>*Interpret words in the context they are used</p> <p>*Determine meaning by origin</p> <p><u>R.I.</u> *Reading text</p>		
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		<p>*Making predictions, assumptions, and inferences about the characters and the plot</p> <p>*Analyzing the text for author's purpose, style, and voice</p> <p>*Defining literary terms</p> <p>*Connecting with reading through shared personal experiences and current events</p> <p><u>W.</u></p> <p>*Drafting & writing personal narratives</p> <p>*Identify and correct run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate</p>			
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		<p>an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper paragraph and composition development.</p> <p><u>S.L.</u></p> <p>*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.</p> <p>*Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric, identify any fallacious reasoning or exaggerated or distorted evidence.</p>			
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December 2 nd Quarter	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
<p>Content</p> <p><u>Reading:</u> *Reading text</p> <p>*Making predictions, assumptions, and inferences about the characters and the plot</p> <p>*Analyzing the text for author's purpose, style, and voice</p> <p>*Defining literary terms</p> <p>*Connecting with reading through shared personal experiences and current events</p> <p>*Using writing process</p>	<p><u>Language</u></p> <p><u>Reading Literature</u></p> <p><u>Reading Informational</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u></p> <p>*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-Use parallel structure.</p> <p>- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and</p> <p>-Clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>*Apply knowledge of language to understand how language functions in different contexts, to</p>	<p>Written responses to reading</p> <p>Quizzes on comprehension</p> <p>Compose short fictional narrative</p> <p>Unit exam</p> <p>Classroom discussion</p> <p>Study guides</p> <p>Choice of projects</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence</p>	<p><u>Language</u></p> <p>L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p> <p><u>Reading</u></p> <p>R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L. 9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9 R.L.9-10.10</p> <p>R.I.9-10.1 R.I.9-10.2 R.I.9-10.3 R.I.9-10.4 R.I.9-10.5 R.I.9-10.7 R.I.9-10.9</p> <p><u>Writing</u></p> <p>W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10</p>	<p>Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10th Grade short stories: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il, McGraw-Hill series, Vocabulary Workshop etc.)</p> <p><u>Suggested Reading:</u></p> <p>9th Grade</p> <p>Holocaust-related material/resources</p> <p>"Night" by Elie Wiesel</p> <p>Show virtual tours of Auschwitz & Birkenau at www.remember.org</p> <p>10th Grade</p> <p>"Of Mice of Men" by John Steinbeck</p> <p>"Fallen Angels"</p> <p>"A Separate Peace"</p> <p>Interest Inventory (to</p>

<p>*Comparing /contrasting ideas</p> <p>*Analyze concepts specific to narratives, such as irony, climax, point of view, and symbolism</p> <p>*Interpret and analyze universal themes</p> <p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives</p> <p>*Draw on prior experience and reading fiction to increase self-awareness</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p> <p>*Interpret words in the</p>		<p>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.</p> <p>- Vocabulary Acquisition and Use</p> <p>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>- Use as a clue to the meaning of a word or phrase.</p> <p>-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p>	<p>corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p><u>Speaking & Listening</u></p> <p>SL.9-10.1</p> <p>SL.9-10.2</p> <p>SL.9-10.3</p> <p>SL.9-10.4</p> <p>SL.9-10.5</p> <p>SL.9-10.6</p>	<p>gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p> <p>Task-specific Worksheets for grammar</p> <p>Crossword puzzle generator</p> <p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork</p>
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<p>context they are used</p> <p>*Infer meaning by origin</p> <p>*Identify and correct run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p><u>Writing:</u></p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences</p> <p>*Demonstrate proper paragraph and composition development</p> <p><u>Speaking and Listening:</u></p> <p>*Engage an audience</p> <p>*Interpret and</p>		<p>-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.</p> <p>-Verify the preliminary determination of the meaning of a word or phrase</p> <p><u>R.L.</u></p> <p>*Comparing/contrasting narratives</p> <p>*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.</p> <p>*Interpret and analyze narratives and plays</p>			<p>etc.) www.rubistar.com</p> <p>SMART Notebook 11: SMART Exchange</p>
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<p>deliver information</p> <p>*Deliver thoughtful, well-reasoned presentations</p> <p>*Practice with peers</p>		<p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives and plays</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p> <p>*Interpret words in the context they are used</p> <p>*Determine meaning by origin</p> <p><u>R.I.</u></p> <p>*Reading text</p> <p>*Making predictions, assumptions, and inferences about the characters and the plot</p> <p>*Analyzing the text for author's purpose, style, and voice</p> <p>*Defining literary terms</p> <p>*Connecting with reading</p>			
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		<p>through shared personal experiences and current events</p> <p><u>W.</u></p> <ul style="list-style-type: none"> *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. <p><u>S.L.</u></p> <ul style="list-style-type: none"> *Initiate and participate effectively in a range of collaborative discussions (one-on-one, groups, teacher-led) with diverse 		
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		<p>partners on grades 9–10 topics, texts, and issues, building on others’ ideas & expressing their own clearly & persuasively.</p> <p>*Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric, identify any fallacious reasoning or exaggerated or distorted evidence.</p>			
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January 2 nd Quarter	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
<p><u>Content</u></p> <p><u>Reading:</u> *Reading text</p> <p>*Making predictions, assumptions, and inferences about the characters and the plot</p>	<p><u>Language</u></p> <p><u>Reading Literature</u></p> <p><u>Reading Informational</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u></p> <p>*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-Use parallel structure.</p> <p>- Use various types of</p>	<p>Written responses to reading</p> <p>Quizzes on comprehension</p> <p>Compose short fictional narrative</p> <p>Unit exam</p> <p>Classroom discussion</p>	<p><u>Language</u></p> <p>L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p> <p><u>Reading</u></p> <p>R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L. 9-10.4</p>	<p>Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10th Grade short stories: http://www.classzone.c</p>

<p>*Analyzing the text for author’s purpose, style, and voice</p> <p>*Defining literary terms</p> <p>*Connecting with reading through shared personal experiences and current events</p> <p>*Using writing process</p> <p>*Comparing/contrasting ideas</p> <p>*Analyze concepts specific to narratives, such as irony, climax, point of view, and symbolism</p> <p>*Interpret and analyze universal themes</p> <p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives</p> <p>*Draw on prior experience and</p>		<p>phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and -Clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>*Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.</p> <p>- Vocabulary Acquisition and Use</p>	<p>Study guides</p> <p>Choice of projects</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p>R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9 R.L.9-10.10</p> <p>R.I.9-10.1 R.I.9-10.2 R.I.9-10.3 R.I.9-10.4 R.I.9-10.5 R.I.9-10.7 R.I.9-10.9</p> <p><u>Writing</u> W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10</p> <p><u>Speaking & Listening</u> SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>om/cz/books/ml_lit_gr10/book_home.htm;jsessid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il, McGraw-Hill series, Vocabulary Workshop etc.)</p> <p><u>Suggested Reading:</u> 9th Grade Holocaust-related material/resources “Night” by Elie Wiesel Show virtual tours of Auschwitz & Birkenau at www.remember.org 10th Grade “Of Mice of Men” by John Steinbeck “Fallen Angels” “A Separate Peace”</p> <p>Interest Inventory (to gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts,</p>
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<p>reading fiction to increase self-awareness</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p> <p>*Interpret words in the context they are used</p> <p>*Infer meaning by origin</p> <p>*Identify and correct run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p><u>Writing:</u></p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences</p> <p>*Demonstrate proper paragraph and composition development</p>		<p>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> - Use as a clue to the meaning of a word or phrase. -Identify and correctly use patterns of word changes that indicate different meanings or parts 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 <p><u>R.L.</u></p> <p>*Comparing/cont</p>			<p>3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p> <p>Task-specific Worksheets for grammar</p> <p>Crossword puzzle generator</p> <p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>SMART Notebook 11: SMART Exchange</p>
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<p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none"> *Engage an audience *Interpret and deliver information *Deliver thoughtful, well-reasoned presentations *Practice with peers 		<p>rasting narratives</p> <ul style="list-style-type: none"> *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 *Define words and roots *Use words both literally and figuratively *Interpret words in the context they are used *Determine meaning by origin <p><u>R.I.</u></p> <ul style="list-style-type: none"> *Reading text 			
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		<ul style="list-style-type: none">*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 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			
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		<p>development.</p> <p><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.</p> <p>*Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric, identify any fallacious reasoning or exaggerated or distorted evidence.</p>			
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February 3rd Quarter	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
<u>Content</u> <u>Reading:</u> Narration/	<u>Language</u> <u>Reading</u> <u>Literature</u>	<u>L.</u> *Demonstrate command of the conventions of standard	Written responses to reading	<u>Language</u> L.9-10.1 L.9-10.2 L.9-10.3	Skill Level Pre-Test Assessment to determine grade level performance

narrators	<u>Reading Informational</u> <u>Writing</u> <u>Speaking & Listening</u>	English grammar and usage when writing or speaking.	Quizzes on comprehension	L.9-10.4 L.9-10.5 L.9-10.6	(at the beginning of the year / semester)	
Aesthetic			Compose short fictional narrative		Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10th Grade short stories:	
Soliloquy, monologue, aside, tragedy, & comedy			*Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Unit exam	<u>Reading</u> R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L.9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9	http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill series, Vocabulary Workshop etc.)
Mood, setting, and tone				Classroom discussion		
Figurative & Literal interpretations			*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	Study guides		<u>Suggested Reading:</u> 9th Grade
Figurative language				Choice of projects	R.I.9-10.1 R.I.9-10.2 R.I.9-10.3 R.I.9-10.4 R.I.9-10.5 R.I.9-10.6	“To Kill A Mockingbird”
Rhetorical devices				Paraphrasing selections of text		10th Grade Drama/ Shakespeare “Romeo & Juliet” “Julius Caesar”
Allusion				Online lesson completion	<u>Writing</u> W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10	Interest Inventory (to gather what students are interested in reading about)
Ironies			<u>R.L.</u> *Comparing/contrasting narratives	Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)		
Characterization				Weekly quizzes / Tests		
Connotative vs. Denotative meanings			*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.	Daily sentence corrections	<u>Speaking & Listening</u> SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)
Symbolism, metaphor, simile, hyperbole, personification				Cornell Note-Taking		
Voice			*Interpret and analyze narratives and plays	ESY Testing		
Foreshadowing and flashback			*Summarize main ideas in stories	KTEA II Testing		
Conflicts			*Explain significance of ideas in narratives and plays	Aims Web Testing		Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen
Imagery						
Dialogue		*Define words and roots				

<p>Epithets</p> <p>Euphemisms</p> <p>Perspective</p> <p>Universal Themes</p> <p>Characteristics of:</p> <ul style="list-style-type: none"> • Expository essays • Feature news articles • Editorial • Persuasive essay • Primary source documents • Documentary <p>Expository Elements:</p> <ul style="list-style-type: none"> • Thesis • Supporting ideas • Supporting statistical information • Supporting expert's opinion/quotations • Writer's tone <p>Organizational Patterns:</p> <ul style="list-style-type: none"> • Argumentation/persuasion • Cause/effect • <p>Theory/evidence</p> <ul style="list-style-type: none"> • Compare/contrast • Sequence 		<p>*Use words both literally and figuratively</p> <p>*Interpret words in the context they are used</p> <p>*Determine meaning by origin</p> <p><u>R.I.</u></p> <p>*Reading text</p> <p>*Making predictions, assumptions, and inferences about the characters and the plot</p> <p>*Analyzing the text for author's purpose, style, and voice</p> <p>*Defining literary terms</p> <p>*Connecting with reading through shared personal experiences and current events</p> <p><u>W.</u></p> <p>*Drafting & writing personal narratives</p> <p>*Identify and correct run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper</p>			<p>Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p> <p>Task-specific Worksheets for grammar</p> <p>Crossword puzzle generator</p> <p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>SMART Notebook 11: SMART Exchange</p>
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<ul style="list-style-type: none"> • Problem/solution <p>Reading Comprehension Strategies:</p> <ul style="list-style-type: none"> • 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 <p><u>Writing:</u> Inclusion of previous content in narrative compositions</p> <p>Complete sentences</p> <p>Clear topics and paragraph transitions</p> <p>Use of standard English</p> <p>Drafting and editing</p>		<p>paragraph and composition development.</p> <p><u>SL:</u> *Engage an audience</p> <p>*Interpret and deliver information</p> <p>*Deliver thoughtful, well-reasoned presentations</p> <p>*Practice with peers</p>			
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Gerunds, participles, & infinitives					
Phrases & Clauses					
<u>Speaking & Listening:</u> Dramatic reading from text					

March 3 rd Quarter	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
<u>Content</u> <u>Reading:</u> Narration/narrators Aesthetic Soliloquy, monologue, aside, tragedy, & comedy Mood, setting, and tone Figurative & Literal interpretations Figurative language Rhetorical devices Allusion Ironies	<u>Language</u> <u>Reading Literature</u> <u>Reading Informational</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or	Written responses to reading Quizzes on comprehension Compose short fictional narrative Unit exam Classroom discussion Study guides Choice of projects Paraphrasing selections of text	<u>Language</u> L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 <u>Reading</u> R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L.9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9 R.I.9-10.1 R.I.9-10.2 R.I.9-10.3 R.I.9-10.4 R.I.9-10.5 R.I.9-10.6	Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester) Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10th Grade short stories: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill series, Vocabulary Workshop etc.) <u>Suggested Reading:</u>

<p>Characterization</p> <p>Connotative vs. Denotative meanings</p> <p>Symbolism, metaphor, simile, hyperbole, personification</p> <p>Voice</p> <p>Foreshadowing and flashback</p> <p>Conflicts</p> <p>Imagery</p> <p>Dialogue</p> <p>Epithets</p> <p>Euphemisms</p> <p>Perspective</p> <p>Universal Themes</p> <p>Characteristics of:</p> <ul style="list-style-type: none"> • Expository essays • Feature news articles • Editorial • Persuasive essay • Primary source documents • Documentary <p>Expository Elements:</p> <ul style="list-style-type: none"> • Thesis • Supporting ideas • Supporting statistical information • Supporting expert's opinion/quotations • Writer's tone <p>Organizational</p>		<p>listening.</p> <p>*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><u>R.L.</u> *Comparing/contrasting narratives</p> <p>*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.</p> <p>*Interpret and analyze narratives and plays</p> <p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives and plays</p>	<p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p><u>Writing</u> W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10</p> <p><u>Speaking & Listening</u> SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>9th Grade "To Kill A Mockingbird"</p> <p>10th Grade Drama/ Shakespeare "Romeo & Juliet" "Julius Caesar"</p> <p>Interest Inventory (to gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher's digression based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p> <p>Task-specific Worksheets for</p>
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<p>Patterns:</p> <ul style="list-style-type: none"> • Argumentation/persuasion • Cause/effect • Theory/evidence • Compare/contrast • Sequence • Problem/solution <p>Reading Comprehension Strategies:</p> <ul style="list-style-type: none"> • 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 <p><u>Writing:</u></p> <p>Inclusion of previous content in narrative compositions</p> <p>Complete sentences</p> <p>Clear topics and paragraph transitions</p> <p>Use of standard English</p> <p>Drafting and editing</p> <p>Gerunds, participles, & infinitives</p> <p>Phrases & Clauses</p>		<ul style="list-style-type: none"> *Define words and roots *Use words both literally and figuratively *Interpret words in the context they are used *Determine meaning by origin <p><u>R.I.</u></p> <ul style="list-style-type: none"> *Reading 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 <p><u>W.</u></p> <ul style="list-style-type: none"> *Drafting & writing personal narratives *Identify and correct run-on sentences 			<p>grammar</p> <p>Crossword puzzle generator</p> <p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>SMART Notebook 11: SMART Exchange</p>
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<p><u>Speaking & Listening:</u> Dramatic reading from text</p>		<p>*Identify and correct sentence fragment</p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper paragraph and composition development.</p> <p><u>SL:</u> *Engage an audience</p> <p>*Interpret and deliver information</p> <p>*Deliver thoughtful, well-reasoned presentations</p> <p>*Practice with peers</p>			
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<p>April 4th Quarter</p>	<p>Skills (What will the student be able to do?)</p>	<p>Content/Activities/Readings (What will we use to help the student learn the skill?)</p>	<p>Formal assessment Options (How will we know if the skill has been mastered?)</p>	<p>Common Core Standards (How do these skills relate to the Common Core?)</p>	<p>Resources</p>
<p><u>Content</u></p>	<p><u>Language</u></p>	<p><u>L.</u> *Demonstrate</p>	<p>Written responses to</p>	<p><u>Language</u> L.9-10.1</p>	<p>Skill Level Pre-Test Assessment to</p>

Reading: Narration/ narrators	<u>Reading Literature</u>	command of the conventions of standard English grammar and usage when writing or speaking.	reading	L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	determine grade level performance (at the beginning of the year / semester)
Mood, setting, and tone	<u>Reading Informational</u>		Quizzes on comprehension		
Figurative & Literal interpretations	<u>Writing</u>	*Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Compose short fictional narrative	<u>Reading</u> R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L.9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9	Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10 th Grade short stories: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTN TpR1Hj1vncw1XSGdK Jcv7qsdJ2zGXgCXMR qdnmvSKWBWpR!356874463?state=il ,
Figurative language	<u>Speaking & Listening</u>		Unit exam		McGraw-Hill series, Vocabulary Workshop etc.)
Rhetorical devices			Classroom discussion		
Allusion			Study guides		
Ironies			Choice of projects	R.I.9-10.4 R.I.9-10.6 R.I.9-10.8 R.I.9-10.9 R.I.9-10.10	
Characterization		*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	Paraphrasing selections of text		<u>Suggested Reading:</u> 9 th Grade “The Odessey” Civil Rights Era material (i.e. M.L.K.’s “I Have A Dream” speech, Jim Crow’s Law, etc.) 10 th Grade “Fahrenheit 451” “The Kite Runner”
Connotative vs. Denotative meanings			Online lesson completion	<u>Writing</u> W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10	
Symbolism, metaphor, simile, hyperbole, personification			Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)		
Voice		<u>R.L.</u> *Comparing/contrast ing narratives			
Foreshadowing and flashback			Weekly quizzes / Tests	<u>Speaking & Listening</u> SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Interest Inventory (to gather what students are interested in reading about)
Conflicts		*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.	Daily sentence corrections		
Imagery			Cornell Note-Taking		Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)
Dialogue Epithets Euphemisms Perspective			ESY Testing		
Universal Themes		*Interpret and analyze narratives and plays	KTEA II Testing		Poetry examples: Various Shakespeare
Historical/Cultural			Aims Web		

<p>Perspectives i.e.</p> <ul style="list-style-type: none"> • Roles of women • Racial/gender equality • Stereotyping • Culture of the deep South in the 1930s • Racism through dialogue • Understanding human nature <p>Primary Sources</p> <p>Secondary Sources</p> <p>Common Knowledge</p> <p>Credibility of text</p> <p>Bias</p> <p>Audience Awareness</p> <p>Ethos</p> <p>Pathos</p> <p>Logos</p> <p>Persuasion</p> <p>Hyperbole</p> <p>Euphemisms</p> <p>Denotative/Connotative Meanings</p> <p>Mythology</p> <p>Foreshadowing</p> <p>Epithets</p> <p>Epic</p>		<p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives and plays</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p> <p>*Interpret words in the context they are used</p> <p>*Determine meaning by origin</p> <p><u>R.I.</u></p> <p>*Reading text</p> <p>*Making predictions, assumptions, and inferences about the characters and the plot</p> <p>*Analyzing the text for author's purpose, style, and voice</p> <p>*Defining literary terms</p> <p>*Connecting with reading through shared personal experiences and current events</p> <p><u>W.</u></p> <p>*Drafting & writing personal narratives</p> <p>*Identify and correct</p>	<p>Testing</p>		<p>Sonnets</p> <p>Various John Donne Sonnets</p> <p>Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p> <p>Task-specific Worksheets for grammar</p> <p>Crossword puzzle generator</p> <p>Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>SMART Notebook 11: SMART</p>
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<p>Epic Conventions</p> <p><u>Writing:</u> Works Cited</p> <p>Thesis Statement/Position Statement</p> <p>Citations</p> <p>Complete sentences</p> <p>Clear topics and paragraph transitions</p> <p>Use of standard English</p> <p>Drafting and editing</p> <p>Sentence types – interrogative; exclamatory; declarative; imperative; conditional</p> <p>Informational Texts Characteristics of:</p> <ul style="list-style-type: none"> • Expository essays • Feature news articles • Editorial • Persuasive essay • Primary source documents • Documentary <p>Expository Elements:</p> <ul style="list-style-type: none"> • Thesis 		<p>run-on sentences</p> <p>*Identify and correct sentence fragment</p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper paragraph and composition development.</p> <p><u>SL:</u> *Engage an audience</p> <p>*Interpret and deliver information</p> <p>*Deliver thoughtful, well-reasoned presentations</p> <p>*Practice with peers</p>			
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<ul style="list-style-type: none"> • Supporting ideas • Supporting statistical information • Supporting expert's opinion/quotations • Writer's tone <p>Organizational Patterns:</p> <ul style="list-style-type: none"> •Argumentation/persuasion • Cause/effect •Theory/evidence •Compare/contrast • Sequence •Problem/solution <p>Reading Comprehension Strategies:</p> <ul style="list-style-type: none"> •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 <p><u>Speaking & Listening:</u> Dramatic reading from text</p>					
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Speaking & Listening: Dramatic reading from text Oral presentations: • Appropriate eye contact • Tone of voice • Steady speaking • Listening skills					
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May 4 th Quarter	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
<u>Content</u> <u>Reading:</u> Narration/ narrators Mood, setting, and tone Figurative & Literal interpretations Figurative language Rhetorical devices Allusion Ironies Characterization	<u>Language</u> <u>Reading Literature</u> <u>Reading Informational</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. *Determine or	Written responses to reading Quizzes on comprehension Compose short fictional narrative Unit exam Classroom discussion Study guides Choice of projects Paraphrasing selections of text Online lesson	<u>Language</u> L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 <u>Reading</u> R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L.9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9 R.I.9-10.4 R.I.9-10.6 R.I.9-10.8 R.I.9-10.9 R.I.9-10.10 <u>Writing</u>	Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester) Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10th Grade short stories: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vnCw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill series, Vocabulary Workshop etc.)

<p>Connotative vs. Denotative meanings</p> <p>Symbolism, metaphor, simile, hyperbole, personification</p> <p>Voice</p> <p>Foreshadowing and flashback</p> <p>Conflicts</p> <p>Imagery</p> <p>Dialogue Epithets Euphemisms Perspective</p> <p>Universal Themes</p> <p>Historical/Cultural Perspectives i.e.</p> <ul style="list-style-type: none"> • Roles of women • Racial/gender equality • Stereotyping • Culture of the deep South in the 1930s • Racism through dialogue • Understanding human nature <p>Primary Sources</p> <p>Secondary Sources</p>		<p>clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><u>R.L.</u> *Comparing/contrasting narratives</p> <p>*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.</p> <p>*Interpret and analyze narratives and plays</p> <p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives and plays</p> <p>*Define words and roots</p> <p>*Use words both literally and figuratively</p>	<p>completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p>W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10</p> <p><u>Speaking & Listening</u> SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p><u>Suggested Reading:</u></p> <p>9th Grade “The Odessey” Civil Rights Era material (i.e. M.L.K.’s “I Have A Dream” speech, Jim Crow’s Law, etc.)</p> <p>10th Grade “Fahrenheit 451” “The Kite Runner”</p> <p>Interest Inventory (to gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p>
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Common Knowledge		*Interpret words in the context they are used			Video Clips (that correlate with material in class)
Credibility of text					
Bias		*Determine meaning by origin			Task-specific Worksheets for grammar
Audience Awareness		<u>R.I.</u> *Reading text			Crossword puzzle generator
Ethos		*Making predictions, assumptions, and inferences about the characters and the plot			Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com
Pathos					
Logos					
Persuasion					
Hyperbole		*Analyzing the text for author's purpose, style, and voice			
Euphemisms					SMART Notebook 11: SMART
Denotative/Connotative Meanings		*Defining literary terms			
Mythology		*Connecting with reading through shared personal experiences and current events			
Foreshadowing					
Epithets					
Epic		<u>W.</u> *Drafting & writing personal narratives			
Epic Conventions					
<u>Writing:</u> Works Cited		*Identify and correct run-on sentences			
Thesis Statement/Position Statement		*Identify and correct sentence fragment			
Citations					
Complete		*Demonstrate proper use of standard English			

<p>sentences</p> <p>Clear topics and paragraph transitions</p> <p>Use of standard English</p> <p>Drafting and editing</p> <p>Sentence types – interrogative; exclamatory; declarative; imperative; conditional</p> <p>Informational Texts Characteristics of:</p> <ul style="list-style-type: none"> • Expository essays • Feature news articles • Editorial • Persuasive essay • Primary source documents • Documentary <p>Expository Elements:</p> <ul style="list-style-type: none"> • Thesis • Supporting ideas • Supporting statistical information • Supporting expert’s opinion/quotations • Writer’s tone 		<p>when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper paragraph and composition development.</p> <p><u>SL:</u> *Engage an audience</p> <p>*Interpret and deliver information</p> <p>*Deliver thoughtful, well-reasoned presentations</p> <p>*Practice with peers</p>			
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<p>Organizational Patterns:</p> <ul style="list-style-type: none"> •Argumentation /persuasion • Cause/effect •Theory/evidence •Compare/contrast • Sequence •Problem/solution <p>Reading Comprehension Strategies:</p> <ul style="list-style-type: none"> •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 <p><u>Speaking & Listening:</u> Dramatic reading from text</p> <p>Speaking & Listening: Dramatic reading from text</p>					
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<p>Oral presentations:</p> <ul style="list-style-type: none"> • Appropriate eye contact • Tone of voice • Steady speaking • Listening skills 					
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June 4 th Quarter	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
<p><u>Content</u></p> <p>Reading: Narration/ narrators</p> <p>Mood, setting, and tone</p> <p>Figurative & Literal interpretations</p> <p>Figurative language</p> <p>Rhetorical devices</p> <p>Allusion</p> <p>Ironies</p> <p>Characterization</p> <p>Connotative vs. Denotative</p>	<p><u>Language</u></p> <p><u>Reading Literature</u></p> <p><u>Reading Informational</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u></p> <p>*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>*Determine or</p>	<p>Written responses to reading</p> <p>Quizzes on comprehension</p> <p>Compose short fictional narrative</p> <p>Unit exam</p> <p>Classroom discussion</p> <p>Study guides</p> <p>Choice of projects</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p>	<p><u>Language</u></p> <p>L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p> <p><u>Reading</u></p> <p>R.L.9-10.1 R.L.9-10.2 R.L.9-10.3 R.L.9-10.4 R.L.9-10.5 R.L.9-10.6 R.L.9-10.7 R.L.9-10.9</p> <p>R.I.9-10.4 R.I.9-10.6 R.I.9-10.8 R.I.9-10.9 R.I.9-10.10</p> <p><u>Writing</u></p> <p>W.9-10.1 W.9-10.2 W.9-10.3</p>	<p>Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>Teacher-selected textbooks (i.e. McDougal-Littell 9th and 10th Grade short stories: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il, McGraw-Hill series, Vocabulary Workshop etc.)</p> <p><u>Suggested Reading:</u> 9th Grade</p>

<p>meanings</p> <p>Symbolism, metaphor, simile, hyperbole, personification</p> <p>Voice</p> <p>Foreshadowing and flashback</p> <p>Conflicts</p> <p>Imagery</p> <p>Dialogue</p> <p>Epithets</p> <p>Euphemisms</p> <p>Perspective</p> <p>Universal Themes</p> <p>Historical/Cultural Perspectives i.e.</p> <ul style="list-style-type: none"> • Roles of women • Racial/gender equality • Stereotyping • Culture of the deep South in the 1930s • Racism through dialogue • Understanding human nature <p>Primary Sources</p> <p>Secondary Sources</p>	<p>clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><u>R.L.</u></p> <p>*Comparing/contrasting narratives</p> <p>*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.</p> <p>*Interpret and analyze narratives and plays</p> <p>*Summarize main ideas in stories</p> <p>*Explain significance of ideas in narratives and plays</p> <p>*Define words</p>	<p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Weekly quizzes / Tests</p> <p>Daily sentence corrections</p> <p>Cornell Note-Taking</p> <p>ESY Testing</p> <p>KTEA II Testing</p> <p>Aims Web Testing</p>	<p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.6</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>W.9-10.9</p> <p>W.9-10.10</p> <p><u>Speaking & Listening</u></p> <p>SL.9-10.1</p> <p>SL.9-10.2</p> <p>SL.9-10.3</p> <p>SL.9-10.4</p> <p>SL.9-10.5</p> <p>SL.9-10.6</p>	<p>“The Odessey”</p> <p>Civil Rights Era material (i.e. M.L.K.’s “I Have A Dream” speech, Jim Crow’s Law, etc.)</p> <p>10th Grade “Fahrenheit 451”</p> <p>“The Kite Runner”</p> <p>Interest Inventory (to gather what students are interested in reading about)</p> <p>Age-Appropriate with high interest novels (at teacher’s digression based on population and interest of students)</p> <p>Poetry examples: Various Shakespeare Sonnets Various John Donne Sonnets Various Edgar Allen Poe poems</p> <p>Study Guides</p> <p>Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>Power Points (various topics)</p> <p>Cornell Note-Taking</p> <p>Video Clips (that correlate with material in class)</p>
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Common Knowledge		and roots			Task-specific Worksheets for grammar
Credibility of text		*Use words both literally and figuratively			Crossword puzzle generator
Bias		*Interpret words in the context they are used			Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.)
Audience Awareness					www.rubistar.com
Ethos		*Determine meaning by origin			SMART Notebook 11: SMART
Pathos					
Logos		<u>R.I.</u> *Reading text			
Persuasion					
Hyperbole		*Making predictions, assumptions, and inferences about the characters and the plot			
Euphemisms					
Denotative/Connotative Meanings					
Mythology		*Analyzing the text for author's purpose, style, and voice			
Foreshadowing					
Epithets		*Defining literary terms			
Epic					
Epic Conventions		*Connecting with reading through shared personal experiences and current events			
<u>Writing:</u> Works Cited					
Thesis Statement/Position Statement		<u>W.</u> *Drafting & writing personal narratives			
Citations					
Complete		*Identify and correct run-on			

<p>sentences</p> <p>Clear topics and paragraph transitions</p> <p>Use of standard English</p> <p>Drafting and editing</p> <p>Sentence types – interrogative; exclamatory; declarative; imperative; conditional</p> <p>Informational Texts Characteristics of:</p> <ul style="list-style-type: none"> • Expository essays • Feature news articles • Editorial • Persuasive essay • Primary source documents • Documentary <p>Expository Elements:</p> <ul style="list-style-type: none"> • Thesis • Supporting ideas • Supporting statistical information • Supporting expert's opinion/quotations • Writer's tone 		<p>sentences</p> <p>*Identify and correct sentence fragment</p> <p>*Demonstrate proper use of standard English when writing</p> <p>*Demonstrate an ability to compose correctly formed sentences.</p> <p>*Demonstrate proper paragraph and composition development.</p> <p><u>SL:</u></p> <p>*Engage an audience</p> <p>*Interpret and deliver information</p> <p>*Deliver thoughtful, well-reasoned presentations</p> <p>*Practice with peers</p>			
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<p>Organizational Patterns:</p> <ul style="list-style-type: none"> •Argumentation/persuasion • Cause/effect •Theory/evidence •Compare/contrast • Sequence •Problem/solution <p>Reading Comprehension Strategies:</p> <ul style="list-style-type: none"> •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 <p><u>Speaking & Listening:</u> Dramatic reading from text</p> <p>Speaking &</p>					
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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/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
<p>Algebra 1 Vocabulary:</p> <p>Absolute Value</p> <p>Associative and commutative property of: multiplication & addition</p> <p>Adding integers</p> <p>Addition (and Subtraction) Property for Inequality</p> <p>Additive Identity Property</p> <p>Additive Inverse Property</p> <p>Algebra</p> <p>Algebraic Expression</p> <p>Arithmetic Operation</p> <p>Axes</p> <p>Best-Fit Line</p>	<p><u>The Real Number System</u></p> <p><u>Creating Equations</u></p> <p><u>Reasoning with Equations and Inequalities</u></p>	<p>Add and subtract real numbers.</p> <p>Multiply and divide real numbers.</p> <p>Use the order of orders to simplify expressions involving real numbers.</p> <p>Use properties of equality to simplify expressions.</p> <p>Combine like terms in an algebraic expression.</p> <p>Solve one-step equations in one variable by using addition or subtraction.</p> <p>Solve equations in one variable by using multiplication or division.</p> <p>Solve equations in one variable that contains more than one operation.</p> <p>Solve equations in one variable that contains more than one variable.</p>	<p>KTEAll</p> <p>AIMSweb</p> <p>ESY</p> <p>Cornell Notes</p> <p>observation</p> <p>Checklists</p> <p>Conferences (student/teacher and/or teacher/parent)</p> <p>Reviews</p> <p>Weekly content quizzes/tests</p> <p>Games</p> <p>Individual or group projects</p>	<p><u>The Real Number System</u></p> <p>N.RN.1 N.RN.2 N.RN.3</p> <p><u>Creating Equations</u></p> <p>A.CED.1 A.CED.2 A.CED.3 A.CED.4</p> <p><u>Reasoning with Equations and Inequalities</u></p> <p>A.REI.1 A.REI.3</p>	<p>Smartboard</p> <p>Textbooks-Glenco, Pacemaker, etc</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p>

Binomial		Use the distributive property when necessary to solve equations.	Exit slips		www.homeschoolmath.net
Boundary					www.mathblaster.com
Coefficient			Daily class work		
Complex fraction		Solve equations in one variable with variables on both sides of the equation.	Homework		www.freetech4teachers.com
Compound Event			Monthly progress monitoring		www.coolmath.com
Compound Inequality		Solve an equation with two or more variables for one of the variables.	Progress reports		www.rubistar.com
Consistent					www.pbs.org
Constants		Solve a variety of word problems that involves linear equation concepts.	Report cards		KTEAll AIMSweb
Coordinate Plane					
Monomial		Solve a formula for a given variable.			
Polynomial					
Variable		Solve problems involving literal equations.			
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					
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					

October	Skills (What will the	Content/Activities/Readings (What will we use to help the student learn the skill?)	Formal assessment Options (How	Common Core Standard	Resources
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	student be able to do?)		will we know if the skill has been mastered?)	s (How do these skills relate to the Common Core?)	
Algebra 1 Vocabulary: Absolute Value Associative and commutative property of: multiplication & addition Adding integers Addition (and Subtraction) Property for Inequality Additive Identity Property Additive Inverse Property Algebra Algebraic Expression Arithmetic Operation Axes Best-Fit Line	<u>Creating Equations</u> <u>Reasoning with Equations and Inequalities</u>	Graph and write inequalities in one variable. Solve one and two step inequalities in one variable. Solve multi-step inequalities in one variable. Solve inequalities in one variable that contains variables on both sides. Solve compound inequalities. Solve absolute value equations in one variable. Solve absolute value inequalities in one variable. Use the x and y intercepts to graph lines. Find rates of change and slopes. Relate a constant rate of change to the slope of a line. Write a linear equation in slope-intercept form. Graph a line using slope-intercept form.	KTEAll AIMSweb ESY Cornell Notes observation Checklists Conferences (student/teacher and/or teacher/parent) Reviews Weekly content quizzes/tests Games Individual or group projects Exit slips	<u>Creating Equations</u> A.REI.3 A.REI.10 A.REI.12 <u>Creating Equations</u> A.CED.3	Smartboard Textbooks-Glenco, Pacemaker, etc www.mathbits.com www.algebra1teachers.com www.learner.org www.purplemath.com www.ixl.com/math/algebra-1 www.internet4classroom.com www.goorulearning.org www.hippocampus.org www.math-play.com www.homeschoolmath.net www.mathblaster.com

Binomial		Graph a line and write a linear equation using point-slope form.	Daily class work		
Boundary			Homework		www.freetech4teachers.com
Coefficient		identify and graph parallel lines and perpendicular lines.	Monthly progress monitoring		www.coolmath.com
Complex fraction		Write equations to describe lines parallel or perpendicular to a given line.	Progress reports		www.rubistar.com
Compound Event			Report cards		www.pbs.org
Compound Inequality					KTAEII
Consistent					AIMSweb
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					
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					

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?)	Resources
<p>Algebra 1 Vocabulary:</p> <p>Absolute Value</p> <p>Associative and commutative property of: multiplication & addition</p> <p>Adding integers</p> <p>Addition (and Subtraction) Property for Inequality</p> <p>Additive Identity Property</p> <p>Additive Inverse Property</p> <p>Algebra</p>	<p><u>The Real Number System</u></p> <p><u>Reasoning with Equations and Inequalities</u></p> <p><u>Analyze Functions Using Different Representations</u></p>	<p>Write linear equations given various combinations of information.</p> <p>Solve a system of two linear equations by graphing and determining the point of intersection.</p> <p>Solve a system of two linear equations algebraically using substitution.</p> <p>Solve a system of two linear equations algebraically using elimination.</p> <p>Determine whether systems are independent or dependent.</p> <p>Determine whether systems are consistent or inconsistent.</p>	<p>KTEAll</p> <p>AIMSweb</p> <p>ESY</p> <p>Cornell Notes</p> <p>observation</p> <p>Checklists</p> <p>Conferences (student/teacher and/or teacher/parent)</p> <p>Reviews</p> <p>Weekly content quizzes/tests</p>	<p><u>Reasoning with Equations and Inequalities</u></p> <p>A.REI.5, A.REI.6, A.REI.7 A.REI.10 A.REI.12</p> <p><u>The Real Number System</u></p> <p>N.RN.1 N.RN.2</p> <p><u>Analyze Functions Using Different Representation</u></p> <p><u>s</u></p> <p>F.IF.8</p>	<p>Smartboard</p> <p>Textbooks-Glenco, Pacemaker, etc</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p>

Algebraic Expression		Solve and graph linear inequalities with two variables.	Games		www.hippocampus.org
Arithmetic Operation		Solve a system of linear inequalities.	Individual or group projects		www.math-play.com
Axes		Evaluate and simplify expressions containing zero and integer exponents.	Exit slips		www.homeschoolmath.net
Best-Fit Line					www.mathblaster.com
Binomial		Multiply monomials.	Daily class work		
Boundary					www.freetech4teachers.com
Coefficient		Use multiplication properties of exponents to evaluate and simplify expressions.	Homework		www.coolmath.com
Complex fraction			Monthly progress monitoring		www.rubistar.com
Compound Event					www.pbs.org
Compound Inequality			Progress reports		KTAEII
Consistent					AIMSweb
Constants			Report cards		
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					
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					

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?)	Resources
<u>Algebra 1 Vocabulary:</u> Absolute Value Associative and commutative property of: multiplication & addition Adding integers Addition (and Subtraction) Property for Inequality Additive Identity Property Additive Inverse Property	<u>The Real Number System</u> <u>Creating Equations</u> <u>Reasoning with Equations and Inequalities</u> <u>Interpreting Functions</u> <u>Seeing Structure In Expressions</u> <u>Arithmetic with Polynomials and Rational Expressions</u>	Divide monomials. Use division properties of exponents to evaluate and simplify expressions. Use properties of rational exponents to simplify expressions. Convert between radicals and rational exponents. Classify and write polynomials in standard form. Evaluate polynomial expressions.	KTEAll AIMSweb ESY Cornell Notes observation Checklists Conferences (student/teacher and/or teacher/parent) Reviews Weekly content quizzes/tests	<u>The Real Number System</u> N.RN.1 N.RN.2 <u>Interpreting Functions</u> F.IF.8 <u>Seeing Structure In Expressions</u> A.SSE.1 A.SSE.2 A.SSE.3 <u>Arithmetic with Polynomials and Rational Expressions</u>	Smartboard Textbooks-Glenco, Pacemaker, etc www.mathbits.com www.algebra1teachers.com www.learner.org www.purplemath.com www.ixl.com/math/algebra-1 www.internet4classroom.com www.goorulearning.org

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

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Power of a Product					
Square root					
Probability					

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Radical sign					
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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/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
Algebra 1 Vocabulary: Absolute Value Associative and commutative property of: multiplication & addition Adding integers Addition (and Subtraction) Property for Inequality Additive Identity	<u>Seeing Structure in Expressions</u> <u>Arithmetic with Polynomials and Rational Expressions</u>	Add and subtract polynomials. Multiply and divide polynomials by monomials. Multiply two binomials using the FOIL method. Expand the FOIL method to multiply polynomials in general. Factor polynomials by using the greatest common factor. Factor polynomials using the grouping method. Factor quadratic trinomials when $a=1$. Factor quadratic trinomials when $a>1$.	KTEAll AIMSweb ESY Cornell Notes observation Checklists Conferences (student/teacher and/or teacher/parent) Reviews	<u>Arithmetic with Polynomials and Rational Expressions</u> A.APR.1 <u>Seeing Structure in Expressions</u> A.SSE.1 A.SSE.2 A.SSE.3	Smartboard Textbooks-Glenco, Pacemaker, etc www.mathbits.com www.algebra1teachers.com www.learner.org www.purplemath.com www.ixl.com/math/algebra-1 www.internet4classroom.com

Property				
Additive Inverse Property			Weekly content quizzes/tests	www.goorulearning.org
Algebra			Games	www.hippocampus.org
Algebraic Expression			Individual or group projects	www.math-play.com
Arithmetic Operation			Exit slips	www.homeschoolmath.net
Axes			Daily class work	www.mathblaster.com
Best-Fit Line			Homework	www.freetech4teachers.com
Binomial			Monthly progress monitoring	www.coolmath.com
Boundary			rubrics	www.rubistar.com
Coefficient			Progress reports	www.pbs.org
Complex fraction			Report cards	KTAEII
Compound Event				AIMSweb
Compound Inequality				
Consistent				
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Monomial				
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Inequality					
distributive property					
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Power of a Product					

Square root					
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Quadrant					
Quotient					
Radical sign					
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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/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
<p><u>Algebra 1 Vocabulary:</u></p> <p>Absolute Value</p> <p>Associative and commutative property of: multiplication & addition</p> <p>Adding integers</p> <p>Addition (and Subtraction)</p>	<p><u>Interpreting Functions</u></p> <p><u>Seeing Structure In Expression</u></p> <p><u>s</u></p>	<p>Factor perfect square trinomials.</p> <p>Factor the difference of two squares.</p> <p>Form a perfect-square trinomial from a given quadratic binomial.</p> <p>Solve quadratic equations by factoring.</p> <p>Identify relations and functions.</p> <p>Find the domain and range of relations and functions.</p>	<p>KTEAll</p> <p>AIMSweb</p> <p>ESY</p> <p>Cornell Notes</p> <p>observation</p> <p>Checklists</p> <p>Conferences (student/teacher)</p>	<p><u>Interpreting Functions</u></p> <p>F.IF.1</p> <p>F.IF.2</p> <p>F.IF.4</p> <p><u>Seeing Structure In Expression</u></p> <p><u>s</u></p> <p>A.SSE.1</p> <p>A.SSE.2</p> <p>A.SSE.3</p>	<p>Smartboard</p> <p>Textbooks-Glenco, Pacemaker, etc</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-</p>

Property for Inequality	Identify independent and dependent variables.	r and/or teacher/parent)	1
Additive Identity Property	Write an equation in function notation and evaluate a function for given input values.	Reviews	www.internet4classroom.com
Additive Inverse Property		Weekly content quizzes/tests	www.goorulearning.org
Algebra		Games	www.hippocampus.org
Algebraic Expression		Individual or group projects	www.math-play.com
Arithmetic Operation		Exit slips	www.homeschoolmath.net
Axes		Daily class work	www.mathblaster.com
Best-Fit Line		Homework	www.freetech4teachers.com
Binomial		Monthly progress monitoring	www.coolmath.com
Boundary		Progress reports	www.rubistar.com
Coefficient		Report cards	www.pbs.org
Complex fraction		rubrics	KTAEII
Compound Event			AIMSweb
Compound Inequality			
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					
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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					

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
<u>Algebra 1 Vocabulary:</u> Absolute Value Associative and commutative property of: multiplication &	<u>The Real Number System</u> <u>Reasoning with Equations and Inequalities</u> <u>Interpreting Functions</u>	Graph and interpret step functions. Graph and interpret piecewise functions. Relate arithmetic sequences to linear functions. Discover how adding a constant to the parent function affects the graph	KTEAll AIMSweb ESY Cornell Notes observation	<u>Interpreting Functions</u> F.1F.2 F.1F.7 F.1F.8 <u>Building Functions</u> F.BF.1	Smartboard Textbooks-Glenco, Pacemaker, etc www.mathbits.com www.algebra1teachers.com

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

Constants					
Coordinate Plane					
Monomial					
Polynomial					
Variable					
Division Property for Inequality					
distributive property					
Domain					
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Evaluate					
Exponent					
Expression					
Factors					
FOIL Method					
Formula					
Half-Plane					
Integer					
Intersection					
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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					

April	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
Algebra 1 Vocabulary: Absolute Value Associative and commutativ	<u>Statistics and Probability</u>	Work with measures of central tendency and to decide the appropriate measure for a given data set. Organize data in tables	KTEAll AIMSweb ESY	<u>Statistics and Probability</u> S.ID.1 S.ID.2 S.ID.3	Smartboard Textbooks-Glenco, Pacemaker, etc www.mathbits.com

e property of: multiplication & addition		and graphs.	Cornell Notes	S.ID.4 S.ID.5 S.ID.6	www.algebra1teachers.com
Adding integers		Choose a table or graph to display data.	observation		www.learner.org
Addition (and Subtraction) Property for Inequality		Determine the theoretical and experimental probabilities of events.	Checklists		www.purplemath.com
Additive Identity Property		Find the union and intersection of sets.	Conferences (student/teacher and/or teacher/parent)		www.ixl.com/math/algebra-1
Additive Inverse Property		Count elements of a set.	Reviews		www.internet4classroom.com
Algebra		Use tree diagrams and the Fundamental Counting Principle to count the number of choices that can be made from sets.	Weekly content quizzes/tests		www.goorulearning.org
Algebraic Expression			Games		www.hippocampus.org
Arithmetic Operation			Individual or group projects		www.math-play.com
Axes			Exit slips		www.homeschoolmath.net
Best-Fit Line			Daily class work		www.mathblaster.com
Binomial			Homework		www.freetech4teachers.com
Boundary			Monthly progress		www.coolmath.com
Coefficient					www.rubistar.com
Complex fraction					
Compound Event					
Compound					

Inequality			monitoring		www.pbs.org
Consistent			Progress reports		KTAEII
Constants			Report cards		AIMSweb
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					

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Number Line					
Like Terms					
Linear Equation					
Ordered Pair					
Outcomes					
Order of operations					
Power of a Product					
Square root					
Probability					
Quadrant					
Quotient					
Radical sign					
Range					
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Scientific Notation					
Sequence					

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

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?)	Resources
<p><u>Algebra 1 Vocabulary:</u></p> <p>Absolute Value</p> <p>Associative and commutative property of: multiplication & addition</p> <p>Adding integers</p> <p>Addition (and Subtraction) Property for Inequality</p> <p>Additive Identity Property</p> <p>Additive Inverse Property</p> <p>Algebra</p> <p>Algebraic Expression</p> <p>Arithmetic Operation</p> <p>Axes</p> <p>Best-Fit Line</p>	<p><u>Statistics and Probability</u></p>	<p>Work with measures of central tendency and to decide the appropriate measure for a given data set.</p> <p>Organize data in tables and graphs.</p> <p>Choose a table or graph to display data.</p> <p>Determine the theoretical and experimental probabilities of events.</p> <p>Find the union and intersection of sets.</p> <p>Count elements of a set.</p> <p>Use tree diagrams and the Fundamental Counting Principle to count the number of choices that can be made from sets.</p>	<p>KTEAll</p> <p>AIMSweb</p> <p>ESY</p> <p>Cornell Notes</p> <p>observation</p> <p>Checklists</p> <p>Conferences (student/teacher and/or teacher/parent)</p> <p>Reviews</p> <p>Weekly content quizzes/tests</p> <p>Games</p> <p>Individual or group projects</p> <p>Exit slips</p>	<p><u>Statistics and Probability</u></p> <p>S.ID.1</p> <p>S.ID.2</p> <p>S.ID.3</p> <p>S.ID.4</p> <p>S.ID.5</p> <p>S.ID.6</p>	<p>Smartboard</p> <p>Textbooks-Glenco, Pacemaker, etc</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p>

Binomial			Daily class work		
Boundary			Homework		www.mathblaster.com
Coefficient			Monthly progress monitoring		www.freetech4teachers.com
Complex fraction			Progress reports		www.coolmath.com
Compound Event			Report cards		www.rubistar.com
Compound Inequality					www.pbs.org
Consistent					KTAEII
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Variable					
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distributive property					
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Evaluate					
Exponent					
Expression					

Factors					
FOIL Method					
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Like Terms					
Linear Equation					
Ordered Pair					
Outcomes					
Order of operations					
Power of a Product					
Square root					
Probability					
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Standard form					
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Trinomial					
Value					
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Whole numbers					
x-coordinate					
y-coordinate					
y-intercept					
Zero Product Property					
Zero exponent					

June	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
<p><u>Algebra 1 Vocabulary:</u></p> <p>Absolute Value</p> <p>Associative and commutative property of: multiplication & addition</p> <p>Adding integers</p> <p>Addition (and Subtraction) Property for Inequality</p> <p>Additive Identity Property</p> <p>Additive Inverse Property</p> <p>Algebra</p> <p>Algebraic Expression</p> <p>Arithmetic Operation</p> <p>Axes</p>	<p><u>Statistics and Probability</u></p>	<p>Solve problems involving permutations and combinations.</p>	<p>KTEAll</p> <p>AIMSweb</p> <p>ESY</p> <p>Cornell Notes</p> <p>observation</p> <p>Checklists</p> <p>Conferences (student/teacher and/or teacher/parent)</p> <p>Reviews</p> <p>Weekly content quizzes/tests</p> <p>Games</p> <p>Individual or group projects</p> <p>Exit slips</p>	<p><u>Statistics and Probability</u></p> <p>S.ID.1</p> <p>S.ID.2</p> <p>S.ID.3</p> <p>S.ID.4</p> <p>S.ID.5</p> <p>S.ID.6</p>	<p>Smartboard</p> <p>Textbooks-Glenco, Pacemaker, etc</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p>

Best-Fit Line			Daily class work		www.mathblaster.com
Binomial					
Boundary			Homework		
Coefficient					www.freetech4teachers.com
Complex fraction			Monthly progress monitoring		www.coolmath.com
Compound Event			Progress reports		www.rubistar.com www.pbs.org
Compound Inequality			Report cards		KTAEII
Consistent					AIMSweb
Constants					
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Polynomial					
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Division Property for Inequality					
distributive property					
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FOIL Method					
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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					

UCAN Tech 10th Grade Geometry 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?)	Additional Resources
<p><u>Content & Vocabulary:</u> Formulas from Coordinate Geometry (Slope, Midpoint and Distance) · Copying a Segment/Angle · Bisecting a Segment/Angle · Constructing Perpendicular Lines Constructing the Perpendicular Bisectors · Constructing a Line Parallel to a Given Line Through a Point · Constructing Equilateral Triangles and Squares Inductive Reasoning · Conditional Statements · Deductive Reasoning · Biconditional Statements Algebraic Proofs · Geometric Proofs · Flowcharts and Paragraph Proofs</p>	<p><u>Expressing Geometric Properties with Equations</u> <u>Congruence</u></p>	<p><u>GPE.</u> -find the slope of a line or segment, given two points on that line or segment. -find or calculate the distance between two points, length of a segment, or the midpoint of a segment given the endpoints. -copy a given segment or angle using basic construction tools. -use construction tools and procedures to bisect a segment or angle. -construct perpendicular lines. -construct perpendicular bisectors of segment. <u>C.</u> -construct perpendicular bisectors of segment. -construct a line that is parallel to a given line through a given point. -construct equilateral triangles using basic construction tools. -construct squares using basic construction tools. -use inductive reasoning to</p>	<p>Macmillan McGraw-Hill chapter assessments Pre and post test Skills Tutor Teacher created quizzes and tests Graphic organizers Homework assignments KTEA AIMSweb testing ESY testing Monthly Progress monitoring</p>	<p><u>Geometric Properties with Equations</u> G.GPE.6 G.GPE.7 <u>Congruence</u> G.CO.9 G.CO.10 G.CO.11 G.CO.12 G.CO.13</p>	<p>Mathwire.com Sheppardsoftware.com Mathplayground.com Teachervison.com Teacherspayteachers.com Youtube tutorials Rubistar.com Graphic organizers www.mathbits.com www.learner.org www.purplemath.com www.ixl.com www.internet4classroom.com www.goorulearning.org www.hippocampus.org www.math-play.com www.homeschoolmath.net www.mathblaster.com www.freetech4teachers.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

		<p>identify patterns and make conjectures.</p> <p>-disprove conjectures using counterexamples.</p> <p>-Identify, write, and analyze the truth value of a conditional statement.</p> <p>-write the inverse, converse, and contrapositive of a conditional statement.</p> <p>-use deductive reasoning.</p> <p>-write and analyze biconditional statements.</p> <p>-write algebraic proofs using properties of equality and congruence.</p> <p>-write two-column proofs.</p> <p>-prove geometric concepts using deductive reasoning.</p> <p>-write flowcharts and paragraph proofs.</p>			<p>www.coolmath.com</p> <p>www.pbs.org</p> <p>Kuta Software Geometry Worksheet/Test Generator</p>
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UCAN Tech 10th Grade Geometry Curriculum Map

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?)
<p>Content & Vocabulary: Lines and Angles · Angles Formed by Parallel Lines and Transversals Proving Lines Parallel · Perpendicular Lines</p>	<p><u>Congruence</u> <u>Expressing Geometric Properties with Equations</u> <u>Similarity, Right Triangles, & Trigonometry</u></p>	<p>CO. -identify various types of lines relationships. -identify and find measures of angles formed by two lines cut by a transversal. -apply theorems involving angles formed by two lines cut by a transversal. -prove that two lines are parallel or perpendicular. -identify whether lines are parallel, perpendicular, or neither. -Slopes and Lines -Lines in the Coordinate Plane GPE. -find the slope of a line. -identify whether lines are parallel, perpendicular, or neither. -write and graph lines in various forms. -classify lines as parallel,</p>	<p>Macmillan McGraw-Hill chapter assessments Pre and post test Skills Tutor Teacher created quizzes and tests Graphic organizers Homework assignments KTEA AIMSweb testing ESY testing Monthly Progress monitoring</p>	<p>CO. G.CO.1 G.CO.8 G.CO.9 GPE. G.GPE.5 SRT. G.SRT.4</p>	<p>Mathwire.com Sheppardsoftware.com Mathplayground.com Teachervison.com Teacherspayteachers.com Youtube tutorials Rubistar.com Graphic organizers www.mathbits.com www.learner.org www.purplemath.com www.ixl.com www.internet4classroom.com www.goorulearning.org www.hippocampus.org www.math-play.com www.homeschoolmath.net www.mathblaster.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

		intersecting, or coinciding. SRT. -classify triangles by angle and side measures. -use classification to find missing angles and sides. -find interior or exterior angle measures in triangles.			www.freetech4teachers.com www.coolmath.com www.pbs.org Kuta Software Geometry Worksheet/Test Generator
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UCAN Tech 10th Grade Geometry Curriculum Map

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?)
<p><u>Content & Vocabulary:</u> Congruent Triangles · Triangle Congruence Triangle Congruence (SSS, SAS, ASA, AAS, HL, and CPCTC) · Isosceles and Equilateral Triangle Properties</p>	<p><u>Congruence</u></p>	<p><u>CO.</u> -use properties of congruent triangles. -proof two triangles congruent. -proof triangles congruent and apply that information to solve problems. -apply congruence rules to parts of congruent triangles -proof triangles congruent and apply that information to solve problems. -apply congruence rules to parts of congruent triangles. -apply properties of isosceles and equilateral triangles. -solve problems involving isosceles and equilateral triangles.</p>	<p>Macmillan McGraw-Hill chapter assessments Pre and post test Skills Tutor Teacher created quizzes and tests Graphic organizers Homework assignments KTEA AIMSweb testing ESY testing Monthly Progress monitoring</p>	<p><u>Congruence</u> G.CO.6 G.CO.7 G.CO.8 G.CO.10</p>	<p>Mathwire.com Sheppardsoftware.com Mathplayground.com Teachervison.com Teacherspayteachers.com Youtube tutorials Rubistar.com Graphic organizers www.mathbits.com www.learner.org www.purplemath.com www.ixl.com www.internet4classroom.com www.goorulearning.org www.hippocampus.org www.math-play.com www.homeschoolmath.net www.mathblaster.com www.freetech4teachers.com www.coolmath.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

					www.pbs.org Kuta Software Geometry Worksheet/Test Generator
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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?)
<p>Content & Vocabulary: Perpendicular and Angle Bisectors · Bisectors of Triangles · Medians and Altitudes of Triangles · Theorem · Inequalities in One Triangle · Inequalities in Two Triangles The Pythagorean Theorem · Applying Special Right Triangles</p>	<p><u>Congruence</u> <u>Similarity</u> <u>Right Triangles & Trigonometry</u></p>	<p>CO. -prove and apply theorems involving perpendicular bisectors of segments and angle bisectors. -prove and apply properties of perpendicular bisector and angle bisectors of triangles. -apply properties of medians of triangles. -apply properties of altitudes of triangles. -find and work the various centers related to triangles. SRT. -prove and use properties of triangle mid-segments. -apply inequalities in one triangle. -apply inequalities in two</p>	<p>Macmillan McGraw-Hill chapter assessments Pre and post test Skills Tutor Teacher created quizzes and tests Graphic organizers Homework assignments KTEA AIMSweb testing ESY testing</p>	<p><u>Congruence</u> G.CO.10 <u>Right Triangles & Trig</u> G.SRT.4 G.SRT.5</p>	<p>Mathwire.com Sheppardsoftware.com Mathplayground.com Teachervison.com Teacherspayteachers.com Youtube tutorials Rubistar.com Graphic organizers www.mathbits.com www.learner.org www.purplemath.com www.ixl.com www.internet4classroom.com www.goorulearning.org</p>

UCAN Tech 10th Grade Geometry Curriculum Map

		<p>triangles</p> <p>-use the Pythagorean Theorem and its converse to solve various problems.</p> <p>-use the Pythagorean inequalities to classify triangles.</p> <p>-apply properties of 45 - 45 - 90 triangles.</p> <p>-apply properties of 30 - 60 - 90 triangles.</p>	<p>Monthly Progress monitoring</p>		<p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.pbs.org</p> <p>Kuta Software Geometry Worksheet/Test Generator</p>
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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?)
<p>Content & Vocabulary:</p> <p>Properties of Polygons</p> <ul style="list-style-type: none"> · Attributes of Polygons · Properties of Parallelograms Conditions of Parallelograms · Properties of Special Parallelograms · Conditions of Special Parallelograms Properties of Trapezoids 	<p><u>Congruence</u></p>	<p>CO.</p> <p>-classify polygons based on their sides and angle measure.</p> <p>-find the measures of interior and exterior angles of polygons.</p> <p>-work with interior and exterior angle sums of polygons.</p> <p>-prove and apply properties of parallelograms.</p> <p>-prove that a quadrilateral is a parallelogram.</p>	<p>Macmillan McGraw-Hill chapter assessments</p> <p>Pre and post test</p> <p>Skills Tutor</p> <p>Teacher created quizzes and tests</p> <p>Graphic organizers</p>	<p><u>Congruence</u></p> <p>G.CO.3</p> <p>G.CO.11</p>	<p>Mathwire.com</p> <p>Sheppardsoftware.com</p> <p>Mathplayground.com</p> <p>Teachervison.com</p> <p>Teacherspayteachers.com</p> <p>Youtube tutorials</p> <p>Rubistar.com</p> <p>Graphic organizers</p> <p>www.mathbits.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

<p>· Review of all Polygon and Quadrilaterals</p>		<p>-prove and use properties of rectangles, squares, and rhombi.</p> <p>-prove that a given quadrilateral is a square, rectangle, or rhombus.</p> <p>-apply rules of special parallelograms.</p> <p>-identify and use properties of trapezoids to solve problems.</p>	<p>Homework assignments</p> <p>KTEA</p> <p>AIMSweb testing</p> <p>ESY testing</p> <p>Monthly Progress monitoring</p>	<p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.pbs.org</p> <p>Kuta Software Geometry Worksheet/Test Generator</p>
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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?)
<p><u>Content & Vocabulary:</u></p> <p>-Ratios and Proportions</p> <p>-Ratios in Similar Polygons</p> <p>Triangle Similarity:</p>	<p><u>Similarity, Right Triangles & Trigonometry</u></p>	<p><u>SRT.</u></p> <p>-write and simplify ratios.</p> <p>-set proportions of use them to solve problems.</p> <p>-identify two polygons as similar.</p> <p>-solve problems by applying properties of similar polygons.</p>	<p>Macmillan McGraw-Hill chapter assessments</p> <p>Pre and post test</p> <p>Skills Tutor</p>	<p><u>Similarity, Right Triangles & Trigonometry</u></p> <p>G.SRT.1</p> <p>G.SRT.2</p> <p>G.SRT.3</p>	<p>Mathwire.com</p> <p>Sheppardsoftware.com</p> <p>Mathplayground.com</p> <p>Teachervison.com</p> <p>Teacherspayteachers.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

<p>AA, SSS and SAS.</p> <p>-Applying Properties of Similar Triangles</p> <p>-Using Proportional Relationships</p>		<p>-proof certain triangles are similar using various methods.</p> <p>-solve problems involving similar triangles.</p> <p>-use properties of similar triangles to find segment lengths.</p> <p>-apply properties involving similar triangles.</p> <p>-use ratios to make indirect measurements.</p>	<p>Teacher created quizzes and tests</p> <p>Graphic organizers</p> <p>Homework assignments</p> <p>KTEA</p> <p>AIMSweb testing</p> <p>ESY testing</p> <p>Monthly Progress monitoring</p>	<p>Youtube tutorials</p> <p>Rubistar.com</p> <p>Graphic organizers</p> <p>www.mathbits.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.pbs.org</p> <p>Kuta Software Geometry Worksheet/Test Generator</p>
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UCAN Tech 10th Grade Geometry Curriculum Map

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?)	Standard Rationale (Why are we including these standards?)
<p>Content & Vocabulary:</p> <ul style="list-style-type: none"> Triangle and Quadrilateral (Area and Perimeter) Circles (Area and Circumference) Area and Perimeter of Composite Figures Area and Perimeter of Regular Polygons (Equilateral Triangle, Square, and Regular Hexagon w/o Right Triangle Trigonometry) Area and Perimeter of Coordinate Plane Probability Review Geometric Probability 	<p><u>Modeling with Geometry</u></p> <p><u>Conditional Probability & the Rules of Probability</u></p> <p><u>Using Probability to Make Decisions</u></p>	<p><u>MG.</u> -find the area and perimeter of triangles.</p> <p>-find the area and perimeter of various quadrilaterals</p> <p>-find the area and circumference of circles.</p> <p>-find the area and perimeter of regular polygons.</p> <p>-find the area and perimeter of composite figures.</p> <p>-find the area and perimeter of regular polygons.</p> <p>-find the perimeter and area of figures in the coordinate plane.</p> <p>-find the approximate area of unknown figures.</p> <p><u>CP.</u> -review the vocabulary and calculate the probabilities of simple events occurring based on information.</p> <p><u>MD.</u> -determine the basic probabilities of events involving geometric models.</p> <p>-determine geometric probability.</p>	<p>Macmillan McGraw-Hill chapter assessments</p> <p>Pre and post test</p> <p>Skills Tutor</p> <p>Teacher created quizzes and tests</p> <p>Graphic organizers</p> <p>Homework assignments</p> <p>KTEA</p> <p>AIMSweb testing</p> <p>ESY testing</p> <p>Monthly Progress monitoring</p>	<p><u>Modeling with Geometry</u> G.MG.1 G.MG.2</p> <p><u>Conditional Probability & the Rules of Probability</u> S.CP.1 S.CP.2 S.CP.3 S.CP.4 S.CP.5 S.CP.6 S.CP.7 S.CP.8 S.CP.9</p> <p><u>Using Probability to Make Decisions</u> S.MD.6 S.MD.7</p>	<p>Mathwire.com</p> <p>Sheppardsoftware.com</p> <p>Mathplayground.com</p> <p>Teachervison.com</p> <p>Teacherspayteachers.com</p> <p>Youtube tutorials</p> <p>Rubistar.com</p> <p>Graphic organizers</p> <p>www.mathbits.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

					www.pbs.org Kuta Software Geometry Worksheet/Test Generator
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April	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?)
<p>Content & Vocabulary:</p> <ul style="list-style-type: none"> • Solid Geometry • Representations of Three Dimensional Figures • Representations of Three-Dimensional Figures • Formulas in Three-Dimensional Space • Surface/Lateral Area (Cylinders, Prisms, Cones, Pyramids, and Spheres) • Volumes (Cylinders, Prisms, Cones, Pyramids, and Spheres) • Comparing Surface Areas and Volumes 	<p><u>Geometric Measurement & Dimension</u></p> <p><u>Modeling with Geometry</u></p>	<p><u>GMD.</u> -classify three-dimensional figures by using their properties.</p> <p>-use nets and cross sections to analyze three-dimensional figures.</p> <p>-draw or recognize various representations of three-dimensional figures.</p> <p><u>MG.</u> -draw or recognize various representations of three-dimensional figures.</p> <p>-find the surface areas of prisms and cylinders.</p> <p>-find the surface areas of pyramids and cones.</p>	<p>Macmillan McGraw-Hill chapter assessments</p> <p>Pre and post test</p> <p>Skills Tutor</p> <p>Teacher created quizzes and tests</p> <p>Graphic organizers</p> <p>Homework assignments</p> <p>KTEA</p> <p>AIMSweb testing</p> <p>ESY testing</p> <p>Monthly Progress monitoring</p>	<p><u>Geometric Measurement & Dimension</u></p> <p><u>Modeling with Geometry</u></p>	<p>Mathwire.com</p> <p>Sheppardsoftware.com</p> <p>Mathplayground.com</p> <p>Teachervison.com</p> <p>Teacherspayteachers.com</p> <p>Youtube tutorials</p> <p>Rubistar.com</p> <p>Graphic organizers</p> <p>www.mathbits.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

		<p>-find the surface areas of spheres.</p> <p>-solve problems involving the concepts of surface area.</p> <p>-find the volumes of prisms and cylinders</p> <p>-find the volumes of prisms and cylinders.</p> <p>-find the volumes of pyramids and cones.</p> <p>-find the volumes of spheres.</p> <p>-solve problems involving the concepts of volume.</p>			<p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.pbs.org</p> <p>Kuta Software Geometry Worksheet/Test Generator</p>
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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?)
<p>Content & Vocabulary: Reflections · Translations · Rotations · Composition of Transformations Symmetry · Tessellations</p>	<p><u>Congruence</u></p> <p><u>Circles</u></p>	<p><u>CO.</u> -identify and draw line reflections.</p> <p>-identify and draw translations.</p> <p>-identify and draw rotations</p>	<p>Macmillan McGraw-Hill chapter assessments</p> <p>Pre and post test</p> <p>Skills Tutor</p>	<p><u>Congruence</u> G.CO.4 G.CO.5 <u>Circles</u> G.C.1 G.C.2 G.C.3 G.C.4 G.C.5</p>	<p>Mathwire.com</p> <p>Sheppardsoftware.com</p> <p>Mathplayground.com</p> <p>Teachervison.com</p> <p>Teacherspayteachers.com</p>

UCAN Tech 10th Grade Geometry Curriculum Map

<ul style="list-style-type: none"> · Dilations Lines that Intersect Circles · Arcs and Chords Sector Area · Area of a Segment · Arc Length · Inscribed Angles Angle Relationships in Circles · Segment Relationships in Circles · Circles in the Coordinate Plane 		<ul style="list-style-type: none"> -work with isometries. -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. -identify and draw line reflections. -identify and draw translations. -identify and draw rotations -work with isometries. -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. 	<ul style="list-style-type: none"> Teacher created quizzes and tests Graphic organizers Homework assignments KTEA AIMSweb testing ESY testing Monthly Progress monitoring 		<ul style="list-style-type: none"> Youtube tutorials Rubistar.com Graphic organizers www.mathbits.com www.learner.org www.purplemath.com www.ixl.com www.internet4classroom.com www.goorulearning.org www.hippocampus.org 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
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UCAN Tech 10th Grade Geometry Curriculum Map

		<p>-determine if a figure will tessellate</p> <p>-identify and draw dilations.</p> <p><u>C.</u></p> <p>-identify tangents, secants, and chords.</p> <p>-solve problems involving tangent concepts.</p> <p>-apply properties of arc and chords.</p> <p>-find the degrees of arcs and lengths of chords. find the area of a sector.</p> <p>-find the area of a segment.</p> <p>-find the length of an arc</p> <p>-find the measure of an inscribed angle and use the properties of inscribed angles to solve problems.</p> <p>-find the measures of angles formed by lines that intersect circles and solve related problems.</p> <p>-find the lengths of segments formed by lines that intersect circles and use the lengths to solve related problems.</p> <p>-write the equation of a circle in the coordinate plane.</p> <p>-use the equation of a circle to graph the circle and solve related problems.</p>			
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UCAN Tech 10th Grade Geometry Curriculum Map

June	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?)
<p><u>Content & Vocabulary:</u> Similarity in Right Triangles</p> <p>Trigonometric Ratios</p> <p>Solving Right Triangles</p> <p>The Law of Sines</p> <p>The Law of Cosines</p>	<p><u>Similarity, Right Triangles, & Trigonometry</u></p>	<p><u>SRT.</u> -apply the concept of similarity relationships in right triangles to solve problems.</p> <p>-find the sine, cosine, and tangent of an acute angle.</p> <p>-use trigonometric ratios to find the lengths of sides in right triangles.</p> <p>-use trigonometric ratios to find the lengths of sides in right triangles and in real world situations.</p> <p>-use the Law of Sines or the Law of Cosines to find unknown angle and side measures of triangles.</p> <p>-apply the Law of Sines or the Law of Cosines to solve real world problems involving triangles.</p>	<p>Macmillan McGraw-Hill chapter assessments</p> <p>Pre and post test</p> <p>Skills Tutor</p> <p>Teacher created quizzes and tests</p> <p>Graphic organizers</p> <p>Homework assignments</p> <p>KTEA</p> <p>AIMSweb testing</p> <p>ESY testing</p> <p>Monthly Progress monitoring</p>	<p><u>Similarity, Right Triangles, & Trigonometry</u> G.SRT.6 G.SRT.7 G.SRT.8 G.SRT.9 G.SRT.10 G.SRT.11</p>	<p>Mathwire.com</p> <p>Sheppardsoftware.com</p> <p>Mathplayground.com</p> <p>Teachervison.com</p> <p>Teacherspayteachers.com</p> <p>Youtube tutorials</p> <p>Rubistar.com</p> <p>Graphic organizers</p> <p>www.mathbits.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p>

UCAN Tech 10th Grade Geometry Curriculum Map

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UCAN Tech 10th Grade Geometry Curriculum Map

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
<p>Content:</p> <p><u>Literature:</u> Theme Simile, Metaphor, symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Characterization Connotation & Denotation Foreshadowing Conflict Suspense Imagery Kennings Scop Epic hero Epic Alliteration Caesura Narrator</p> <p><u>Writing:</u> Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>R.</u> -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</p>	<p>Aimsweb Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 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 9</p> <p>CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 7 CC11-12 W. 8 CC11-12 W. 9</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/ high interest novels (to teacher discretion based off of student’s interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature: The American Tradition,</p>

<p>Technology to research and incorporate facts to craft a research paper</p> <p>Analysis of a topic</p> <p>Development and support of a thesis statement</p> <p>Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative and descriptive writing stemming from selected pieces of literature</p> <p>Topic/Vocabulary: Reading Literature from Division, War and Reconciliation, 1855-1865. Elements of Fiction. Elements of Nonfiction. Elements of Poetry Racism Slavery</p>		<p>-Drafting and writing creative narratives -Interpret and analyze narratives</p> <p><u>W.</u> -Use of standard English</p> <p>-Drafting and editing</p> <p>-Complete sentences</p> <p>-Technology to research and incorporate facts to craft a research paper</p> <p>-Analysis of a topic</p> <p>-Development and support of a thesis statement</p> <p>-Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>-Use of effective techniques to model a specific literary genre</p> <p>-Narrative and descriptive writing stemming from selected pieces of literature</p> <p><u>S.L.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Evaluate a speaker's point of view, reasoning, and use of</p>	<p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>Uncle Tom's Cabin, The Adventures of Huckleberry Finn, Beowulf Or Robin Hood</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.lasszone.com/cz/books/mlit_gr10/book_home.htm?jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?sate=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to</p>
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<p>Prejudice Hatred Dialect Dialogue Eloquence Paradox Epic Industrialization Abolish Free verse Spiritual Pious Quadroon Mulatto Abolition Emancipation</p> <p>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,</p>		<p>evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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.)</p> <p><u>Additional Skills:</u></p> <p>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.</p> <p>Analyze literature by applying literary devices such as theme, irony and Characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Speaking Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation</p>		<p>gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations , group</p>
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Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization		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			projects and teamwork etc.) www.rubistar.com -SMART Notebook 11: SMART Exchange
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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?)	Resources
Content: <u>Literature:</u> Theme Simile, Metaphor, symbolism Figurative and Literal interpretations Mood	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking &</u>	<u>L.</u> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Demonstrate command of the conventions of standard English capitalization,	Aimsweb Testing ESY Testing KTEA II Assessment	<u>Language</u> 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	-Cornell Note taking -Age appropriate/high interest novels (to teacher discretion based off of

<p>Tone Plot, Climax, and Setting Characterization Connotation & Denotation Foreshadowing Conflict Suspense Imagery Kennings Scop Epic hero Epic Alliteration Caesura Narrator</p> <p><u>Writing:</u> Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research and incorporate facts to craft a research paper</p> <p>Analysis of a topic</p> <p>Development and support of a thesis statement</p> <p>Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative and descriptive writing stemming from</p>	<p><u>Listening</u></p>	<p>punctuation, and spelling when writing. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>R.</u> -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 creative narratives -Interpret and analyze narratives</p> <p><u>W.</u> -Use of standard English -Drafting and editing -Complete sentences</p>	<p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p>	<p><u>Reading</u> CC 11-12 R.L.1 2 3 4 5 6 7 9 1 2 3 4 5 7 <u>Writing</u> CC11-12 W. 10 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 7 CC11-12 W. 8 CC11-12 W. 9 <u>Speaking & Listening</u> CC 11-12 S.L. 1</p>	<p>student’s interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text <u>Literature: The American Tradition, Uncle Tom’s Cabin, The Adventures of Huckleberry Finn, Beowulf Or Robin Hood</u></p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vn cw1XSGdKJcv7qsdJ 2zGXgCXMRqdnmv SKWBWpR!356874 463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p>
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<p>selected pieces of literature</p> <p>Topic/Vocabulary: Reading Literature from Division, War and Reconciliation, 1855-1865. Elements of Fiction. Elements of Nonfiction. Elements of Poetry Racism Slavery Prejudice Hatred Dialect Dialogue Eloquence Paradox Epic Industrialization Abolish Free verse Spiritual Pious Quadroon Mulatto Abolition Emancipation</p> <p>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,</p>		<p>-Technology to research and incorporate facts to craft a research paper</p> <p>-Analysis of a topic</p> <p>-Development and support of a thesis statement</p> <p>-Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>-Use of effective techniques to model a specific literary genre</p> <p>-Narrative and descriptive writing stemming from selected pieces of literature</p> <p><u>S.L.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,</p>	<p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p>CC 11-12 S.L. 2 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p>
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<p>Narrative, Recursive, Coherence, Anecdote, Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p>		<p>reasoning, and evidence and to add interest.</p> <p>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.)</p> <p>Additional Skills:</p> <p>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.</p> <p>Analyze literature by applying literary devices such as theme, irony and Characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Speaking</p> <p>Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides</p> <p>Listening</p> <p>Attention getter</p>			
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		Introduction Transactions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence		
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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?)	Resources
<p>Content:</p> <p>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 Narrator Medieval romance Soliloquy Pastoral</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u></p> <p>-Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u></p> <p>-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 creative narratives -Using technology to create a soundtrack that</p>	<p>Aimsweb Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside</p>	<p><u>Language</u></p> <p>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</p> <p><u>Reading</u></p> <p>CC 11-12 R.L.1 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. 9 CC 11-12 R.L.</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text Ex: "The</p>

<p>Sonnet Couplet Quatrain Rhyme Scheme Speaker Comic relief Blank verse Tragedy Tragic hero</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research and illustrate thematic elements</p> <p>Analysis of a topic</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative, expository, and descriptive writing stemming from selected pieces of literature.</p> <p>Reading Literature from the New England Renaissance, 1840-1855 Literature from Realism and the Frontier, 1865-1915 Elements of Fiction Elements of Nonfiction Elements of Poetry Transcendentalism Anti-transcendentalism Over soul Regionalism Realism Naturalism Utopia Allegory Renaissance Romanticism Dialect Narration</p>		<p>connects to literary themes -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English conventions when writing -Demonstrate an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and</p>	<p>research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches</p>	<p>1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>Seafarer," "The Wanderer," "The Wife's Lament," The Canterbury Tales, "Sir Gawain and the Green Knight," "Le Morte d'Arthur," Sonnets from C. Marlowe, Sir W. Raleigh, E. Spenser, and Shakespeare Macbeth, "Holinshed's Chronicles," "Out, Damn Slander, Out" Optional (time permitting): excerpt from Paradise Lost</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessid=T6JcTNTpR1Hj1vncw1XSGdKJc v7qsdJ2zGXgCXM RqdnmvSKWBWp</p>
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<p>Culture Local color</p> <p>Topic/Vocabulary: Writing Writing process Research MLA documentation Grammar Pre-write, 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, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, 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 Listening Attention getter</p>		<p>tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p> <p><u>Additional Skills:</u> Apply reading strategies such as SQ3R, KWL, and mapping.</p> <p>Analyze literature by applying literary devices such as theme, irony and characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.</p> <p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking skills by interacting with</p>	<p>etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p>R!356874463?stat e=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11:</p>
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Introduction Transitions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence		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.			SMART Exchange -Scotland, PA DVD -A Knight's Tale DVD
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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?)	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	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin <u>R.</u> -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	Aimsweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for extra credit	<u>Language</u> 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 <u>Reading</u> CC 11-12 R.L.1 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	-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

<p>Lyric poems Frame story Alliteration Stock epithets Medieval narratives Exemplum Narrator Medieval romance Soliloquy Pastoral Sonnet Couplet Quatrain Rhyme Scheme Speaker Comic relief Blank verse Tragedy Tragic hero</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research and illustrate thematic elements</p> <p>Analysis of a topic</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative, expository, and descriptive writing stemming from selected pieces of literature</p> <p>Literature from the Modern Age, 1915-1946 Elements of Fiction Elements of Nonfiction Elements of Poetry Love Greed</p>		<p>through shared personal experiences and current events -Drafting and writing creative narratives -Using technology to create a soundtrack that connects to literary themes -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English conventions when writing -Demonstrate an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of</p>	<p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p>	<p>6 CC 11-12 R.L. 7 CC 11-12 R.L. 9 CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7 <u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 9 <u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature: "The Seafarer," "The Wanderer," "The Wife's Lament," The Canterbury Tales, "Sir Gawain and the Green Knight," "Le Morte d'Arthur," Sonnets from C. Marlowe, Sir W. Raleigh, E. Spenser, and Shakespeare Macbeth, "Holinshed's Chronicles," "Out, Damn Slander, Out" Optional (time permitting): excerpt from Paradise Lost</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell</p>
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<p>Power Wealth Roaring 20's Lost generation Expatriates Black culture Epigraph Epigram Stoicism Illusion Disillusion Disillusionment Allusion Morale Gender roles Moral Amoral Immoral Demoralized</p> <p>Writing Writing Process Research MLA Documentation Grammar 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, Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking,</p>		<p>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.)</p> <p><u>Additional Skills:</u></p> <p>Apply reading strategies such as SQ3R, KWL, and mapping.</p> <p>Analyze literature by applying literary devices such as theme, irony and characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.</p> <p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques.</p> <p>Illustrate critical thinking</p>	<p>final draft of research paper</p>		<p>11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessid=T6JcTNTpR1Hj1vncw1XSGdKJcV7qsdJ2zGXgCXM RqdnmvSKWBWpRl356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p>
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<p>Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, 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</p>		<p>skills by interacting with a variety of speaking events.</p> <p>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.</p>		<p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>-Scotland, PA DVD</p> <p>-A Knight's Tale DVD</p> <p><u>Addition book examples:</u> 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</p>
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January	Skills (What will the student be able to	Content/Activities/Readings (What will we use to help the student learn the skill?)	Formal assessment Options (How will we know if the	Common Core Standards (How do these skills relate to the	Resources
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	do?)		skill has been mastered?)	Common Core?)	
<p>Content:</p> <p>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 Narrator Medieval romance Soliloquy Pastoral Sonnet Couplet Quatrain Rhyme Scheme Speaker Comic relief Blank verse Tragedy Tragic hero</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u> -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 creative narratives -Using technology to create a soundtrack that connects to literary themes -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English conventions when writing -Demonstrate an ability to compose correctly formed sentences -Demonstrate proper</p>	<p>Aimswweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for extra credit Journals Timed essays Study guides Note taking Presentations Debates Role plays Teacher observation and Conversation Paraphrasing selections of text</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 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 9 CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature Examples: "The Seafarer," "The Wanderer," "The Wife's Lament," The Canterbury Tales, "Sir Gawain and the Green Knight," "Le Morte d'Arthur," Sonnets from C. Marlowe, Sir W. Raleigh, E. Spenser, and Shakespeare Macbeth, "Holinshed's Chronicles,"</p>

<p>and illustrate thematic elements</p> <p>Analysis of a topic</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative, expository, and descriptive writing stemming from selected pieces of literature</p> <p>Reading Elements of Poetry Poetic Movements Such as Imagism, Romanticism, and Harlem Renaissance. Poetic devices such as: Allegory Alliteration Consonance Assonance Free verse Sonnet Parallel structure Parody Theme Figurative language Metaphor Simile Symbol Allusion Imagery Imagism Stream of Consciousness</p> <p>Writing Writing Process Research MLA Documentation Grammar Poetry Prewrite, Draft, Revise, Edit, Proofread, Introduction, Body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher, Supporting detail, MLA format, Cite, Citation, Index, Periodical,</p>		<p>verb tense and usage in writing.</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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.)</p> <p><u>Additional Skills:</u> Apply reading strategies such as SQ3R, KWL, and mapping.</p> <p>Analyze literature by applying literary devices such as theme, irony and characterization.</p> <p>Illustrate critical thinking</p>	<p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>		<p>“Out, Damn Slander, Out” Optional (time permitting): excerpt from Paradise Lost</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points</p>
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<p>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</p> <p>Speaking Elements of Poetry Attention 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</p> <p>Listening Elements of Poetry Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility</p>		<p>skills by interacting with a variety of literature.</p> <p>Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.</p> <p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques.</p> <p>Illustrate critical thinking skills by interacting with a variety of speaking events.</p> <p>Demonstrate listening skills by practicing strategies such as SLANT and two-column note taking.</p> <p>Illustrate critical thinking skills by interacting with a variety of listening opportunities.</p>		<p>(various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>-Scotland, PA DVD</p> <p>-A Knight's Tale DVD</p> <p>Additional Examples: Cd: Library of Poetry Video: Copyrights Video: Correct Citations & Works Cited Page Video: Creating an Outline</p>
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Time allotment Gestures Logical sequence Visual aides Rhyme Meter End rhyme Rhythm Assonance Alliteration Repetition Consonance					
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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?)	Resources
The Restoration and the 18 th Century Literary Analysis Paper Balance / Parallelism Phrases Travel Research Paper Speeches Vocabulary Reading: Theme Simile and Metaphor Symbolism Verisimilitude Mock epic	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> -Define words and roots -Use words both literally and figuratively - Interpret words in the context they are used -Determine meaning by origin <u>R.</u> -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 performing a satirical song with group	Aimsweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for extra credit Journals Timed essays Study guides	<u>Language</u> 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 <u>Reading</u> CC 11-12 R.L.1 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 9 CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7 CC 11-12 R.I. 9 <u>Writing</u> CC 11-12 W. 1	-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 11/12th Grade Text Literature:

<p>Heroic couplet Iambic pentameter Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire --Juvenalian --Horatian Conflict Suspense Imagery Narrator</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Critical analysis of a selected novel (student's choice from a provided list of options)</p> <p>Brief review of MLA format for research paper</p> <p>Grammar: Balanced and Parallel Structures</p> <p>Phrases --appositives --prepositional --infinitives --gerunds --participial</p> <p>Speeches: Effective public speaking techniques</p> <p>Use of a visual aid.</p>		<p>members -Interpreting and analyzing narratives -Summarizing main ideas in stories -Formulating a thesis statement and supporting it with specific evidence and quotations from a piece of literature -Using clear topic sentences. -Researching techniques -Following correct MLA format for works cited and parenthetical citations -Outlining -Note taking -Synthesizing and organizing information from a variety of sources -Peer editing</p> <p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrated an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing -Using balanced and parallel structures for emphasis and cadence in sentence structure</p> <p><u>SL.</u> -Making eye contact -Using appropriate gestures -Speaking at an appropriate volume and</p>	<p>Note taking Presentations Debates Role plays Teacher observation and Conversation Paraphrasing selections of text Online lesson completion Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.) Daily sentence corrections note cards check research outline research paper rough draft peer editing final draft of research paper</p> <p>Additional Examples: Literature: -Written responses to</p>	<p>CC 11-12 W. 10 CC 11-12 W. 2 CC 11-12 W. 4 CC 11-12 W. 5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 8 CC 11-12 W. 9 <u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 3 CC 11-12 S.L. 4 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_t_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for</p>
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<p>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,</p>		<p>with enthusiasm -Tailoring one’s speech to suit the audience -Incorporating visual aids into a speech</p> <p>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.</p> <p>-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.</p> <p>-Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking skills by interacting with</p>	<p>reading -Study guides -Quizzes -Unit test -Songs of Satire Project -creative writing</p> <p>Grammar:</p> <p>- worksheets - textbook exercises - quizzes/ tests</p> <p>Writing and Speech:</p> <p>-Formal research paper project -Formal speech presentation -Formal literary analysis paper</p> <p>Vocabulary:</p> <p>-Worksheets -Quizzes / tests</p>		<p>grammar -Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>-Selected novels for literary analysis paper</p> <p>-Elements of Writing --“Soft Voice of the Serpent”</p> <p>-Task specific worksheets for grammar</p> <p>-Vocabulary book</p> <p>Additional Books:</p> <p>The Crucible or The Scarlet Letter Book: The Chocolate War</p>
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<p>Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p> <p>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</p>		<p>a variety of speaking events.</p>			
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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 the 18 th Century	<u>Language</u> <u>Reading</u>	<u>L.</u> -Define words and roots -Use words both literally	Aimsweb Testing ESY Testing	<u>Language</u> CC 11-12 L. 1 CC 11-12 L. 2	-Cornell Note taking

<p>Literary Analysis Paper</p> <p>Balance / Parallelism</p> <p>Phrases</p> <p>Travel Research Paper</p> <p>Speeches</p> <p>Vocabulary</p> <p>Reading: Theme Simile and Metaphor Symbolism Verisimilitude Mock epic Heroic couplet Iambic pentameter Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire --Juvenalian --Horatian Conflict Suspense Imagery Narrator</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Critical analysis of a selected novel (student's choice from a provided list of options)</p> <p>Brief review of MLA format for research paper</p>	<p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p>and figuratively</p> <p>- Interpret words in the context they are used</p> <p>-Determine meaning by origin</p> <p><u>R.</u></p> <p>-Reading text</p> <p>-Making predictions, assumptions, inferences about the character and the plot</p> <p>-Analyzing the text for author's purpose, style, and voice</p> <p>-Defining select literary terms in relation to texts</p> <p>-Connecting with reading through shared personal experiences and current events</p> <p>-Drafting and performing a satirical song with group members</p> <p>-Interpreting and analyzing narratives</p> <p>-Summarizing main ideas in stories</p> <p>-Formulating a thesis statement and supporting it with specific evidence and quotations from a piece of literature</p> <p>-Using clear topic sentences.</p> <p>-Researching techniques</p> <p>-Following correct MLA format for works cited and parenthetical citations</p> <p>-Outlining</p> <p>-Note taking</p> <p>-Synthesizing and organizing information from a variety of sources</p> <p>-Peer editing</p>	<p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p>	<p>CC 11-12 L. 3 CC 11-12 L. 4 CC 11-12 L. 5 CC 11-12 L. 6</p> <p><u>Reading</u> CC 11-12 R.L.1 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. 9</p> <p>CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7 CC 11-12 R.I. 9</p> <p><u>Writing</u> CC 11-12 W. 1 CC 11-12 W. 10 CC 11-12 W. 2 CC 11-12 W. 4 CC 11-12 W.</p>	<p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature: "The Rape of the Lock," "A Modest Proposal"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;</p>
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<p>Grammar: Balanced and Parallel Structures</p> <p>Phrases --appositives --prepositional --infinitives --gerunds --participial</p> <p>Speeches: Effective public speaking techniques</p> <p>Use of a visual aid.</p> <p>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</p> <p>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,</p>		<p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrated an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing -Using balanced and parallel structures for emphasis and cadence in sentence structure</p> <p><u>SL.</u> -Making eye contact -Using appropriate gestures -Speaking at an appropriate volume and with enthusiasm -Tailoring one’s speech to suit the audience -Incorporating visual aids into a speech</p> <p>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.</p> <p>-Demonstrate writing skills by utilizing all stages of the writing process including prewriting, writing, revising, editing, proofreading, and publishing.</p>	<p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p> <p>Additional Examples: Literature:</p> <p>-Written responses to reading -Study guides -Quizzes -Unit test -Songs of Satire Project -creative writing</p> <p>Grammar:</p> <p>- worksheets - textbook exercises - quizzes/ tests</p> <p>Writing and Speech:</p> <p>-Formal research paper project -Formal speech presentation -Formal literary analysis paper</p> <p>Vocabulary:</p>	<p>5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 8 CC 11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 3 CC 11-12 S.L. 4 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>essionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMQRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers,</p>
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<p>Index, Periodical, Anthology, Expository, Narrative, Recursive, Coherence, Anecdote, Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p> <p>Speaking Attention getter Introductions Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides</p>		<p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>-Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques.</p> <p>Illustrate critical thinking skills by interacting with a variety of speaking events.</p>	<p>-Worksheets -Quizzes / tests</p>		<p>oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>-Selected novels for literary analysis paper</p> <p>-Elements of Writing --“Soft Voice of the Serpent”</p> <p>-Task specific worksheets for grammar</p> <p>-Vocabulary book</p> <p><u>Additional Books:</u></p> <p>The Crucible or The Scarlet Letter Book: The Chocolate War</p>
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April	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
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<p>-The Flowering of Romanticism -The Victorians - Modern and Contemporary Literature -1984 -Crime and Punishment -Clauses -Sentence Structure -Vocab</p> <p>Reading: Theme Simile and Metaphor Symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire Conflict Suspense Imagery Narrator Propaganda Romanticism Neoclassicism Inverted syntax Alliteration Consonance Assonance Onomatopoeia Dramatic monologue Allusions</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Analysis of a topic</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u> -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 creative narratives -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>Aimsweb Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 CC 11-12 R.L.10 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.9 CC 11-12 R.I.1 CC 11-12 R.I.10 CC 11-12 R.I.2 CC 11-12 R.I.3 CC 11-12 R.I.4 CC 11-12 R.I.5 CC 11-12 R.I.6 CC 11-12 R.I.7</p> <p><u>Writing</u> CC 11-12 W. 1 CC 11-12 W.10 CC 11-12 W. 3 CC 11-12 W. 4 CC 11-12 W. 5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Literature examples: "Kubla Khan," "The Lady of Shalott," "My Last Duchess" "Dover" "Beach," "The Darkling Thrush," "Ah, Are You Digging on My Grave?" "The Hollow Men," "The Rocking-</p>
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<p>Narrative, descriptive, and persuasive writing stemming from selected pieces of literature</p> <p>Grammar:</p> <p>Clauses --independent --subordinate --relative --absolutes</p> <p>Sentence Structure --simple --compound --complex --compound-complex.</p> <p>Literature from The Revolutionary Period, 1750-1800 Literature from A Growing A Nation, 1800-1840 Elements of Fiction Elements of Nonfiction Elements of Poetry Revolution Age of Reason Autobiography Political Writing Journalism Eloquence Ballad Hymn Logic/reasoning Discipline Inferences Aphorism Oratory Personification Parallelism Epistle Narrative Romance Romanticism Folk Tales Blank verse Alliteration Consonance</p>		<p>teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>-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.)</p>	<p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards</p>	<p>CC 11-12 S.L. 3 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>Horse Winner," "Do Not Go Gentle into That Good Night"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcV7qsdJ2zGXgCXM RqdnmvSKWBWpRl356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points</p>
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<p>Assonance Allusions Writing Writing Process Research and Analysis MLA Documentation Grammar 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, 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 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</p>			<p>check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>		<p>(various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>Timed essays</p> <p>Revolutionary editorial</p> <p>Literary analysis or miniresearch paper</p>
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Transitions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence					
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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?)	Resources
-The Flowering of Romanticism -The Victorians - Modern and Contemporary Literature -1984 -Crime and Punishment -Clauses -Sentence Structure -Vocab Reading: Theme Simile and Metaphor Symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin <u>R.</u> -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 creative narratives -Interpreting and analyzing narratives -Summarizing main ideas in stories	Aimsweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for	<u>Language</u> 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 <u>Reading</u> CC 11-12 R.L.1 CC 11-12 R.L. 10 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. 9 CC 11-12 R.I. 1 CC 11-12 R.I. 10 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5	-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.

<p>Satire Conflict Suspense Imagery Narrator Propaganda Romanticism Neoclassicism Inverted syntax Alliteration Consonance Assonance Onomatopoeia Dramatic monologue Allusions</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Analysis of a topic</p> <p>Narrative, descriptive, and persuasive writing stemming from selected pieces of literature</p> <p>Grammar:</p> <p>Clauses --independent --subordinate --relative --absolutes</p> <p>Sentence Structure --simple --compound --complex --compound-complex</p> <p>Reading Literature from Contemporary</p>		<p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p>	<p>CC 11-12 R.I. 6 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC 11-12 W. 1 CC 11-12 W. 10 CC 11-12 W. 3 CC 11-12 W. 4 CC 11-12 W. 5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 3 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>McDougal-Littell 11/12th Grade</p> <p>Literature examples:</p> <p>"Kubla Khan," "The Lady of Shalott," "My Last Duchess" "Dover" "Beach," "The Darkling Thrush," "Ah, Are You Digging on My Grave?" "The Hollow Men," "The Rocking-Horse Winner," "Do Not Go Gentle into That Good Night"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.claszone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6)</p>
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<p>Writers, 1946-present Vietnam Multi-cultural Literature Elements of Fiction Elements of Nonfiction Elements of poetry Vietnam Historical fiction Military affairs Narrative Autobiography Stream of Consciousness Writing Process Research and Analysis MLA Documentation Grammar 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, Outline, Bibliography, Preface, Highlighting, Illustration, Works cited, Note cards,</p>			<p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p>JcTNTpR1Hj1vncw1XSGdKJcv7qs dJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments,</p>
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<p>Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p> <p>Speaking Attention getter Introduction Transitions/clinches Conclusion Supporting details Documentation Professionalism Tone of Voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides</p> <p>Listening Attention getter Introduction Transitions/clinches Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence</p>					<p>research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>Timed essays</p> <p>Revolutionary editorial</p> <p>Literary analysis or miniresearch paper</p>
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June	Skills (What will the student be able to	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	Common Core Standards (How do these skills	Resources
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	do?)		been mastered?)	relate to the Common Core?)	
<p>-The Flowering of Romanticism -The Victorians - Modern and Contemporary Literature -1984 -Crime and Punishment -Clauses -Sentence Structure -Vocab</p> <p>Reading: Theme Simile and Metaphor Symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire Conflict Suspense Imagery Narrator Propaganda Romanticism Neoclassicism Inverted syntax Alliteration Consonance Assonance Onomatopoeia Dramatic monologue Allusions</p> <p>Writing: Use of standard English Drafting and editing</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u> -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 creative narratives -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-</p>	<p>Aimswweb Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 CC 11-12 R.L. 10 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. 9 CC 11-12 R.I. 1 CC 11-12 R.I. 10 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student’s interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade</p> <p>Literature examples: “Kubla Khan,” “The Lady of Shalott,” “My Last Duchess” “Dover” “Beach,” “The Darkling Thrush,” “Ah, Are You Digging on My Grave?” “The Hollow Men,” “The Rocking-</p>

<p>Complete sentences</p> <p>Analysis of a topic</p> <p>Narrative, descriptive, and persuasive writing stemming from selected pieces of literature</p> <p>Grammar:</p> <p>Clauses --independent --subordinate --relative --absolutes</p> <p>Sentence Structure --simple --compound --complex --compound-complex</p> <p>Reading Literature from Contemporary Writers, 1946-present Vietnam Multi-cultural Literature Elements of Fiction Elements of Nonfiction Elements of poetry Vietnam Historical fiction Military affairs Narrative Autobiography Stream of Consciousness.</p> <p>Writing Process Research and Analysis MLA Documentation Grammar</p> <p>Prewrite, Draft, Revise, Edit, Proofread, Introduction, Body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher,</p>		<p>on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p><u>Writing</u></p> <p>CC 11-12 W. 1 CC 11-12 W. 10 CC 11-12 W. 3 CC 11-12 W. 4 CC 11-12 W. 5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 9</p> <p><u>Speaking & Listening</u></p> <p>CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 3 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>Horse Winner," "Do Not Go Gentle into That Good Night"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/book/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJc v7qsdJ2zGXgCXM RqdnmvSKWBWpRl356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that</p>
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<p>Supporting detail, MLA format, Cite, Citation, 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.</p> <p>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.</p> <p>Listening Attention getter Introduction Transitions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence</p>					<p>correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>Timed essays</p> <p>Revolutionary editorial</p> <p>Literary analysis or miniresearch paper</p>
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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
<p>Content:</p> <p><u>Literature:</u> Theme Simile, Metaphor, symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Characterization Connotation & Denotation Foreshadowing Conflict Suspense Imagery Kennings Scop Epic hero Epic Alliteration Caesura Narrator</p> <p><u>Writing:</u> Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>R.</u> -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</p>	<p>Aimsweb Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 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 9</p> <p>CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 7 CC11-12 W. 8 CC11-12 W. 9</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/ high interest novels (to teacher discretion based off of student’s interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature: The American Tradition,</p>

<p>Technology to research and incorporate facts to craft a research paper</p> <p>Analysis of a topic</p> <p>Development and support of a thesis statement</p> <p>Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative and descriptive writing stemming from selected pieces of literature</p> <p>Topic/Vocabulary: Reading Literature from Division, War and Reconciliation, 1855-1865. Elements of Fiction. Elements of Nonfiction. Elements of Poetry Racism Slavery</p>		<p>-Drafting and writing creative narratives -Interpret and analyze narratives</p> <p><u>W.</u> -Use of standard English</p> <p>-Drafting and editing</p> <p>-Complete sentences</p> <p>-Technology to research and incorporate facts to craft a research paper</p> <p>-Analysis of a topic</p> <p>-Development and support of a thesis statement</p> <p>-Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>-Use of effective techniques to model a specific literary genre</p> <p>-Narrative and descriptive writing stemming from selected pieces of literature</p> <p><u>S.L.</u></p> <p>-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Evaluate a speaker's point of view, reasoning, and use of</p>	<p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>Uncle Tom's Cabin, The Adventures of Huckleberry Finn, Beowulf Or Robin Hood</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.lasszone.com/cz/books/mlit_gr10/book_home.htm?jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?sate=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to</p>
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<p>Prejudice Hatred Dialect Dialogue Eloquence Paradox Epic Industrialization Abolish Free verse Spiritual Pious Quadroon Mulatto Abolition Emancipation</p> <p>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,</p>		<p>evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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.)</p> <p><u>Additional Skills:</u></p> <p>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.</p> <p>Analyze literature by applying literary devices such as theme, irony and Characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Speaking Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation</p>		<p>gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations , group</p>
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Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization		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			projects and teamwork etc.) www.rubistar.com -SMART Notebook 11: SMART Exchange
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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?)	Resources
Content: <u>Literature:</u> Theme Simile, Metaphor, symbolism Figurative and Literal interpretations Mood	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking &</u>	<u>L.</u> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Demonstrate command of the conventions of standard English capitalization,	Aimsweb Testing ESY Testing KTEA II Assessment	<u>Language</u> 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	-Cornell Note taking -Age appropriate/high interest novels (to teacher discretion based off of

<p>Tone Plot, Climax, and Setting Characterization Connotation & Denotation Foreshadowing Conflict Suspense Imagery Kennings Scop Epic hero Epic Alliteration Caesura Narrator</p> <p><u>Writing:</u> Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research and incorporate facts to craft a research paper</p> <p>Analysis of a topic</p> <p>Development and support of a thesis statement</p> <p>Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative and descriptive writing stemming from</p>	<p><u>Listening</u></p>	<p>punctuation, and spelling when writing. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>R.</u> -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 creative narratives -Interpret and analyze narratives</p> <p><u>W.</u> -Use of standard English -Drafting and editing -Complete sentences</p>	<p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p>	<p><u>Reading</u> CC 11-12 R.L.1 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. 9 CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 7 <u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 7 CC11-12 W. 8 CC11-12 W. 9 <u>Speaking & Listening</u> CC 11-12 S.L. 1</p>	<p>student’s interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text <u>Literature: The American Tradition, Uncle Tom’s Cabin, The Adventures of Huckleberry Finn, Beowulf Or Robin Hood</u></p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vn cw1XSGdKJcv7qsdJ 2zGXgCXMRqdnmv SKWBWpR!356874 463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p>
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<p>selected pieces of literature</p> <p>Topic/Vocabulary: Reading Literature from Division, War and Reconciliation, 1855-1865. Elements of Fiction. Elements of Nonfiction. Elements of Poetry Racism Slavery Prejudice Hatred Dialect Dialogue Eloquence Paradox Epic Industrialization Abolish Free verse Spiritual Pious Quadroon Mulatto Abolition Emancipation</p> <p>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,</p>		<p>-Technology to research and incorporate facts to craft a research paper</p> <p>-Analysis of a topic</p> <p>-Development and support of a thesis statement</p> <p>-Proper use of expository techniques and MLA format when writing a formal research paper</p> <p>-Use of effective techniques to model a specific literary genre</p> <p>-Narrative and descriptive writing stemming from selected pieces of literature</p> <p><u>S.L.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,</p>	<p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p>CC 11-12 S.L. 2 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p>
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<p>Narrative, Recursive, Coherence, Anecdote, Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p>		<p>reasoning, and evidence and to add interest.</p> <p>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.)</p> <p>Additional Skills:</p> <p>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.</p> <p>Analyze literature by applying literary devices such as theme, irony and Characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Speaking</p> <p>Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides</p> <p>Listening</p> <p>Attention getter</p>			
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		Introduction Transactions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence		
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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?)	Resources
<p>Content:</p> <p>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 Narrator Medieval romance Soliloquy Pastoral</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u> -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 creative narratives -Using technology to create a soundtrack that</p>	<p>Aimsweb Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 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. 9</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text Ex: "The</p>

<p>Sonnet Couplet Quatrain Rhyme Scheme Speaker Comic relief Blank verse Tragedy Tragic hero</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research and illustrate thematic elements</p> <p>Analysis of a topic</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative, expository, and descriptive writing stemming from selected pieces of literature.</p> <p>Reading Literature from the New England Renaissance, 1840-1855 Literature from Realism and the Frontier, 1865-1915 Elements of Fiction Elements of Nonfiction Elements of Poetry Transcendentalism Anti-transcendentalism Over soul Regionalism Realism Naturalism Utopia Allegory Renaissance Romanticism Dialect Narration</p>		<p>connects to literary themes -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English conventions when writing -Demonstrate an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and</p>	<p>research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches</p>	<p>1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>Seafarer," "The Wanderer," "The Wife's Lament," The Canterbury Tales, "Sir Gawain and the Green Knight," "Le Morte d'Arthur," Sonnets from C. Marlowe, Sir W. Raleigh, E. Spenser, and Shakespeare Macbeth, "Holinshed's Chronicles," "Out, Damn Slander, Out" Optional (time permitting): excerpt from Paradise Lost</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessid=T6JcTNTpR1Hj1vncw1XSGdKJc v7qsdJ2zGXgCXM RqdnmvSKWBWp</p>
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<p>Culture Local color</p> <p>Topic/Vocabulary: Writing Writing process Research MLA documentation Grammar Pre-write, 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, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, 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 Listening Attention getter</p>		<p>tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p> <p><u>Additional Skills:</u> Apply reading strategies such as SQ3R, KWL, and mapping.</p> <p>Analyze literature by applying literary devices such as theme, irony and characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.</p> <p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking skills by interacting with</p>	<p>etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p>R!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11:</p>
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Introduction Transitions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence		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.			SMART Exchange -Scotland, PA DVD -A Knight's Tale DVD
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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?)	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	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin <u>R.</u> -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	Aimsweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for extra credit	<u>Language</u> 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 <u>Reading</u> CC 11-12 R.L.1 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	-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

<p>Lyric poems Frame story Alliteration Stock epithets Medieval narratives Exemplum Narrator Medieval romance Soliloquy Pastoral Sonnet Couplet Quatrain Rhyme Scheme Speaker Comic relief Blank verse Tragedy Tragic hero</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research and illustrate thematic elements</p> <p>Analysis of a topic</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative, expository, and descriptive writing stemming from selected pieces of literature</p> <p>Literature from the Modern Age, 1915-1946 Elements of Fiction Elements of Nonfiction Elements of Poetry Love Greed</p>		<p>through shared personal experiences and current events -Drafting and writing creative narratives -Using technology to create a soundtrack that connects to literary themes -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English conventions when writing -Demonstrate an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of</p>	<p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p>	<p>6 CC 11-12 R.L. 7 CC 11-12 R.L. 9 CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7 <u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 9 <u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature: "The Seafarer," "The Wanderer," "The Wife's Lament," The Canterbury Tales, "Sir Gawain and the Green Knight," "Le Morte d'Arthur," Sonnets from C. Marlowe, Sir W. Raleigh, E. Spenser, and Shakespeare Macbeth, "Holinshed's Chronicles," "Out, Damn Slander, Out" Optional (time permitting): excerpt from Paradise Lost</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell</p>
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<p>Power Wealth Roaring 20's Lost generation Expatriates Black culture Epigraph Epigram Stoicism Illusion Disillusion Disillusionment Allusion Morale Gender roles Moral Amoral Immoral Demoralized Writing Writing Process Research MLA Documentation Grammar 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, Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking,</p>		<p>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.)</p> <p><u>Additional Skills:</u></p> <p>Apply reading strategies such as SQ3R, KWL, and mapping.</p> <p>Analyze literature by applying literary devices such as theme, irony and characterization.</p> <p>Illustrate critical thinking skills by interacting with a variety of literature.</p> <p>Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.</p> <p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques.</p> <p>Illustrate critical thinking</p>	<p>final draft of research paper</p>		<p>11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessid=T6JcTNTpR1Hj1vncw1XSGdKJcV7qsdJ2zGXgCXM RqdnmvSKWBWpRl356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p>
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<p>Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, 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</p>		<p>skills by interacting with a variety of speaking events.</p> <p>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.</p>		<p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>-Scotland, PA DVD</p> <p>-A Knight's Tale DVD</p> <p><u>Addition book examples:</u> 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</p>
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January	Skills (What will the student be able to	Content/Activities/Readings (What will we use to help the student learn the skill?)	Formal assessment Options (How will we know if the	Common Core Standards (How do these skills relate to the	Resources
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	do?)		skill has been mastered?)	Common Core?)	
<p>Content:</p> <p>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 Narrator Medieval romance Soliloquy Pastoral Sonnet Couplet Quatrain Rhyme Scheme Speaker Comic relief Blank verse Tragedy Tragic hero</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Technology to research</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u> -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 creative narratives -Using technology to create a soundtrack that connects to literary themes -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English conventions when writing -Demonstrate an ability to compose correctly formed sentences -Demonstrate proper</p>	<p>Aimswweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for extra credit Journals Timed essays Study guides Note taking Presentations Debates Role plays Teacher observation and Conversation Paraphrasing selections of text</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 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 9 CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC11-12 W. 10 CC11-12 W. 2 CC11-12 W. 3 CC11-12 W. 4 CC11-12 W. 5 CC11-12 W. 6 CC11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature Examples: "The Seafarer," "The Wanderer," "The Wife's Lament," The Canterbury Tales, "Sir Gawain and the Green Knight," "Le Morte d'Arthur," Sonnets from C. Marlowe, Sir W. Raleigh, E. Spenser, and Shakespeare Macbeth, "Holinshed's Chronicles,"</p>

<p>and illustrate thematic elements</p> <p>Analysis of a topic</p> <p>Use of effective techniques to model a specific literary genre</p> <p>Narrative, expository, and descriptive writing stemming from selected pieces of literature</p> <p>Reading Elements of Poetry Poetic Movements Such as Imagism, Romanticism, and Harlem Renaissance. Poetic devices such as: Allegory Alliteration Consonance Assonance Free verse Sonnet Parallel structure Parody Theme Figurative language Metaphor Simile Symbol Allusion Imagery Imagism Stream of Consciousness</p> <p>Writing Writing Process Research MLA Documentation Grammar Poetry Prewrite, Draft, Revise, Edit, Proofread, Introduction, Body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher, Supporting detail, MLA format, Cite, Citation, Index, Periodical,</p>		<p>verb tense and usage in writing.</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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.)</p> <p><u>Additional Skills:</u> Apply reading strategies such as SQ3R, KWL, and mapping.</p> <p>Analyze literature by applying literary devices such as theme, irony and characterization.</p> <p>Illustrate critical thinking</p>	<p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>		<p>“Out, Damn Slander, Out” Optional (time permitting): excerpt from Paradise Lost</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsdJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points</p>
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<p>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</p> <p>Speaking Elements of Poetry Attention 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</p> <p>Listening Elements of Poetry Attention getter Introduction Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility</p>		<p>skills by interacting with a variety of literature.</p> <p>Demonstrate writing skills by utilizing all stages of the writing process including pre-writing, writing, revising, editing, proofreading, and publishing.</p> <p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques.</p> <p>Illustrate critical thinking skills by interacting with a variety of speaking events.</p> <p>Demonstrate listening skills by practicing strategies such as SLANT and two-column note taking.</p> <p>Illustrate critical thinking skills by interacting with a variety of listening opportunities.</p>		<p>(various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>-Scotland, PA DVD</p> <p>-A Knight's Tale DVD</p> <p>Additional Examples: Cd: Library of Poetry Video: Copyrights Video: Correct Citations & Works Cited Page Video: Creating an Outline</p>
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Time allotment Gestures Logical sequence Visual aides Rhyme Meter End rhyme Rhythm Assonance Alliteration Repetition Consonance					
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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?)	Resources
The Restoration and the 18 th Century Literary Analysis Paper Balance / Parallelism Phrases Travel Research Paper Speeches Vocabulary Reading: Theme Simile and Metaphor Symbolism Verisimilitude Mock epic	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> -Define words and roots -Use words both literally and figuratively - Interpret words in the context they are used -Determine meaning by origin <u>R.</u> -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 performing a satirical song with group	Aimsweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for extra credit Journals Timed essays Study guides	<u>Language</u> 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 <u>Reading</u> CC 11-12 R.L.1 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 9 CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7 CC 11-12 R.I. 9 <u>Writing</u> CC 11-12 W. 1	-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 11/12th Grade Text Literature:

<p>Heroic couplet Iambic pentameter Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire --Juvenalian --Horatian Conflict Suspense Imagery Narrator</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Critical analysis of a selected novel (student's choice from a provided list of options)</p> <p>Brief review of MLA format for research paper</p> <p>Grammar: Balanced and Parallel Structures</p> <p>Phrases --appositives --prepositional --infinitives --gerunds --participial</p> <p>Speeches: Effective public speaking techniques</p> <p>Use of a visual aid.</p>		<p>members</p> <ul style="list-style-type: none"> -Interpreting and analyzing narratives -Summarizing main ideas in stories -Formulating a thesis statement and supporting it with specific evidence and quotations from a piece of literature -Using clear topic sentences. -Researching techniques -Following correct MLA format for works cited and parenthetical citations -Outlining -Note taking -Synthesizing and organizing information from a variety of sources -Peer editing <p><u>W.</u></p> <ul style="list-style-type: none"> -Demonstrate proper use of standard English when writing -Demonstrated an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing -Using balanced and parallel structures for emphasis and cadence in sentence structure <p><u>SL.</u></p> <ul style="list-style-type: none"> -Making eye contact -Using appropriate gestures -Speaking at an appropriate volume and 	<p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p> <p><u>Additional Examples:</u> Literature:</p> <p>-Written responses to</p>	<p>CC 11-12 W. 10 CC 11-12 W. 2 CC 11-12 W. 4 CC 11-12 W. 5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 8 CC 11-12 W. 9 <u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 3 CC 11-12 S.L. 4 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_t_gr10/book_home.htm;jsessionid=T6JcTN TpR1Hj1vncw1XSGdK Jcv7qsdJ2zGXgCXMR qdnmvSKWBWpR!35 6874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for</p>
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<p>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,</p>		<p>with enthusiasm -Tailoring one’s speech to suit the audience -Incorporating visual aids into a speech</p> <p>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.</p> <p>-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.</p> <p>-Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques. Illustrate critical thinking skills by interacting with</p>	<p>reading -Study guides -Quizzes -Unit test -Songs of Satire Project -creative writing</p> <p>Grammar:</p> <ul style="list-style-type: none"> - worksheets - textbook exercises - quizzes/ tests <p>Writing and Speech:</p> <ul style="list-style-type: none"> -Formal research paper project -Formal speech presentation -Formal literary analysis paper <p>Vocabulary:</p> <ul style="list-style-type: none"> -Worksheets -Quizzes / tests 		<p>grammar</p> <ul style="list-style-type: none"> -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 <p>Additional Books:</p> <p>The Crucible or The Scarlet Letter Book: The Chocolate War</p>
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<p>Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p> <p>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</p>		<p>a variety of speaking events.</p>			
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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 the 18 th Century	<u>Language</u> <u>Reading</u>	<u>L.</u> -Define words and roots -Use words both literally	Aimsweb Testing ESY Testing	<u>Language</u> CC 11-12 L. 1 CC 11-12 L. 2	-Cornell Note taking

<p>Literary Analysis Paper</p> <p>Balance / Parallelism</p> <p>Phrases</p> <p>Travel Research Paper</p> <p>Speeches</p> <p>Vocabulary</p> <p>Reading: Theme Simile and Metaphor Symbolism Verisimilitude Mock epic Heroic couplet Iambic pentameter Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire --Juvenalian --Horatian Conflict Suspense Imagery Narrator</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Critical analysis of a selected novel (student's choice from a provided list of options)</p> <p>Brief review of MLA format for research paper</p>	<p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p>and figuratively</p> <p>- Interpret words in the context they are used</p> <p>-Determine meaning by origin</p> <p><u>R.</u></p> <p>-Reading text</p> <p>-Making predictions, assumptions, inferences about the character and the plot</p> <p>-Analyzing the text for author's purpose, style, and voice</p> <p>-Defining select literary terms in relation to texts</p> <p>-Connecting with reading through shared personal experiences and current events</p> <p>-Drafting and performing a satirical song with group members</p> <p>-Interpreting and analyzing narratives</p> <p>-Summarizing main ideas in stories</p> <p>-Formulating a thesis statement and supporting it with specific evidence and quotations from a piece of literature</p> <p>-Using clear topic sentences.</p> <p>-Researching techniques</p> <p>-Following correct MLA format for works cited and parenthetical citations</p> <p>-Outlining</p> <p>-Note taking</p> <p>-Synthesizing and organizing information from a variety of sources</p> <p>-Peer editing</p>	<p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p>	<p>CC 11-12 L. 3 CC 11-12 L. 4 CC 11-12 L. 5 CC 11-12 L. 6</p> <p><u>Reading</u> CC 11-12 R.L.1 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. 9</p> <p>CC 11-12 R.I. 1 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7 CC 11-12 R.I. 9</p> <p><u>Writing</u> CC 11-12 W. 1 CC 11-12 W. 10 CC 11-12 W. 2 CC 11-12 W. 4 CC 11-12 W.</p>	<p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Text</p> <p>Literature: "The Rape of the Lock," "A Modest Proposal"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;</p>
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<p>Grammar: Balanced and Parallel Structures</p> <p>Phrases --appositives --prepositional --infinitives --gerunds --participial</p> <p>Speeches: Effective public speaking techniques</p> <p>Use of a visual aid.</p> <p>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</p> <p>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,</p>		<p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrated an ability to compose correctly formed sentences -Demonstrate proper verb tense and usage in writing -Using balanced and parallel structures for emphasis and cadence in sentence structure</p> <p><u>SL.</u> -Making eye contact -Using appropriate gestures -Speaking at an appropriate volume and with enthusiasm -Tailoring one’s speech to suit the audience -Incorporating visual aids into a speech</p> <p>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.</p> <p>-Demonstrate writing skills by utilizing all stages of the writing process including prewriting, writing, revising, editing, proofreading, and publishing.</p>	<p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p> <p>Additional Examples: Literature:</p> <p>-Written responses to reading -Study guides -Quizzes -Unit test -Songs of Satire Project -creative writing</p> <p>Grammar:</p> <p>- worksheets - textbook exercises - quizzes/ tests</p> <p>Writing and Speech:</p> <p>-Formal research paper project -Formal speech presentation -Formal literary analysis paper</p> <p>Vocabulary:</p>	<p>5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 8 CC 11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 3 CC 11-12 S.L. 4 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>essionid=T6JcTNTpR1Hj1vncw1XSGdKJcv7qsDj2zGXgCXMQRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers,</p>
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<p>Index, Periodical, Anthology, Expository, Narrative, Recursive, Coherence, Anecdote, Unity/flow, Purpose, Thesis statement, Documentation, Outline, Bibliography, Preface, Highlighting, Illustrations, Works cited, Note cards, Note taking, Bibliography cards, Biography, autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p> <p>Speaking Attention getter Introductions Transitions/clinchers Conclusion Supporting details Documentation Professionalism Tone of voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides</p>		<p>Illustrate critical thinking skills by interacting with a variety of writing assignments.</p> <p>-Demonstrate speaking skills by practicing speaking strategies that include emphasis on body language and vocalization techniques.</p> <p>Illustrate critical thinking skills by interacting with a variety of speaking events.</p>	<p>-Worksheets -Quizzes / tests</p>		<p>oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>-Selected novels for literary analysis paper</p> <p>-Elements of Writing --“Soft Voice of the Serpent”</p> <p>-Task specific worksheets for grammar</p> <p>-Vocabulary book</p> <p><u>Additional Books:</u></p> <p>The Crucible or The Scarlet Letter Book: The Chocolate War</p>
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April	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
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<p>-The Flowering of Romanticism -The Victorians - Modern and Contemporary Literature -1984 -Crime and Punishment -Clauses -Sentence Structure -Vocab</p> <p>Reading: Theme Simile and Metaphor Symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire Conflict Suspense Imagery Narrator Propaganda Romanticism Neoclassicism Inverted syntax Alliteration Consonance Assonance Onomatopoeia Dramatic monologue Allusions</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Analysis of a topic</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u> -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 creative narratives -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>Aimsweb Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 CC 11-12 R.L.10 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.9 CC 11-12 R.I.1 CC 11-12 R.I.10 CC 11-12 R.I.2 CC 11-12 R.I.3 CC 11-12 R.I.4 CC 11-12 R.I.5 CC 11-12 R.I.6 CC 11-12 R.I.7</p> <p><u>Writing</u> CC 11-12 W. 1 CC 11-12 W.10 CC 11-12 W. 3 CC 11-12 W. 4 CC 11-12 W. 5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade Literature examples: "Kubla Khan," "The Lady of Shalott," "My Last Duchess" "Dover" "Beach," "The Darkling Thrush," "Ah, Are You Digging on My Grave?" "The Hollow Men," "The Rocking-</p>
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<p>Narrative, descriptive, and persuasive writing stemming from selected pieces of literature</p> <p>Grammar:</p> <p>Clauses --independent --subordinate --relative --absolutes</p> <p>Sentence Structure --simple --compound --complex --compound-complex.</p> <p>Literature from The Revolutionary Period, 1750-1800 Literature from A Growing A Nation, 1800-1840 Elements of Fiction Elements of Nonfiction Elements of Poetry Revolution Age of Reason Autobiography Political Writing Journalism Eloquence Ballad Hymn Logic/reasoning Discipline Inferences Aphorism Oratory Personification Parallelism Epistle Narrative Romance Romanticism Folk Tales Blank verse Alliteration Consonance</p>		<p>teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>-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.)</p>	<p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards</p>	<p>CC 11-12 S.L. 3 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>Horse Winner," "Do Not Go Gentle into That Good Night"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJcV7qsdJ2zGXgCXM RqdnmvSKWBWpRl356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points</p>
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<p>Assonance Allusions Writing Writing Process Research and Analysis MLA Documentation Grammar 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, 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 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</p>			<p>check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>		<p>(various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>Timed essays</p> <p>Revolutionary editorial</p> <p>Literary analysis or miniresearch paper</p>
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Transitions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence					
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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?)	Resources
-The Flowering of Romanticism -The Victorians - Modern and Contemporary Literature -1984 -Crime and Punishment -Clauses -Sentence Structure -Vocab Reading: Theme Simile and Metaphor Symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing	<u>Language</u> <u>Reading</u> <u>Writing</u> <u>Speaking & Listening</u>	<u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin <u>R.</u> -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 creative narratives -Interpreting and analyzing narratives -Summarizing main ideas in stories	Aimsweb Testing ESY Testing KTEA II Assessment Cornell Note taking Tests Quizzes Projects Outside research for	<u>Language</u> 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 <u>Reading</u> CC 11-12 R.L.1 CC 11-12 R.L. 10 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. 9 CC 11-12 R.I. 1 CC 11-12 R.I. 10 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5	-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.

<p>Satire Conflict Suspense Imagery Narrator Propaganda Romanticism Neoclassicism Inverted syntax Alliteration Consonance Assonance Onomatopoeia Dramatic monologue Allusions</p> <p>Writing: Use of standard English</p> <p>Drafting and editing</p> <p>Complete sentences</p> <p>Analysis of a topic</p> <p>Narrative, descriptive, and persuasive writing stemming from selected pieces of literature</p> <p>Grammar:</p> <p>Clauses --independent --subordinate --relative --absolutes</p> <p>Sentence Structure --simple --compound --complex --compound-complex</p> <p>Reading Literature from Contemporary</p>		<p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p> <p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p>	<p>CC 11-12 R.I. 6 CC 11-12 R.I. 7</p> <p><u>Writing</u> CC 11-12 W. 1 CC 11-12 W. 10 CC 11-12 W. 3 CC 11-12 W. 4 CC 11-12 W. 5 CC 11-12 W. 6 CC 11-12 W. 7 CC 11-12 W. 9</p> <p><u>Speaking & Listening</u> CC 11-12 S.L. 1 CC 11-12 S.L. 2 CC 11-12 S.L. 3 CC 11-12 S.L. 5 CC 11-12 S.L. 6</p>	<p>McDougal-Littell 11/12th Grade</p> <p>Literature examples:</p> <p>"Kubla Khan," "The Lady of Shalott," "My Last Duchess" "Dover" "Beach," "The Darkling Thrush," "Ah, Are You Digging on My Grave?" "The Hollow Men," "The Rocking-Horse Winner," "Do Not Go Gentle into That Good Night"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.claszone.com/cz/books/ml_lit_gr10/book_home.htm;jsessionid=T6)</p>
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<p>Writers, 1946-present Vietnam Multi-cultural Literature Elements of Fiction Elements of Nonfiction Elements of poetry Vietnam Historical fiction Military affairs Narrative Autobiography Stream of Consciousness Writing Process Research and Analysis MLA Documentation Grammar 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, Outline, Bibliography, Preface, Highlighting, Illustration, Works cited, Note cards,</p>			<p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p>JcTNTpR1Hj1vncw1XSGdKJcv7qs dJ2zGXgCXMRqdnmvSKWBWpR!356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments,</p>
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<p>Note taking, Bibliography cards, Biography, Autobiography, Glossary, Plagiarism, Statistics, Quotations, Paraphrase, Summary, Development, Description, Setting, Organization</p> <p>Speaking Attention getter Introduction Transitions/clinches Conclusion Supporting details Documentation Professionalism Tone of Voice Point of view Credibility Time allotment Gestures Logical sequence Visual aides</p> <p>Listening Attention getter Introduction Transitions/clinches Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence</p>					<p>research papers, oral presentations, group projects and teamwork etc.) www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>Timed essays</p> <p>Revolutionary editorial</p> <p>Literary analysis or miniresearch paper</p>
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June	Skills (What will the student be able to	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	Common Core Standards (How do these skills	Resources
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	do?)		been mastered?)	relate to the Common Core?)	
<p>-The Flowering of Romanticism -The Victorians - Modern and Contemporary Literature -1984 -Crime and Punishment -Clauses -Sentence Structure -Vocab</p> <p>Reading: Theme Simile and Metaphor Symbolism Figurative and Literal interpretations Mood Tone Plot, Climax, and Setting Irony Characterization Connotation & Denotation Foreshadowing Satire Conflict Suspense Imagery Narrator Propaganda Romanticism Neoclassicism Inverted syntax Alliteration Consonance Assonance Onomatopoeia Dramatic monologue Allusions</p> <p>Writing: Use of standard English Drafting and editing</p>	<p><u>Language</u></p> <p><u>Reading</u></p> <p><u>Writing</u></p> <p><u>Speaking & Listening</u></p>	<p><u>L.</u> -Define words and roots -Use words both literally and figuratively -Interpret words in the context they are used -Determine meaning by origin</p> <p><u>R.</u> -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 creative narratives -Interpreting and analyzing narratives -Summarizing main ideas in stories</p> <p><u>W.</u> -Demonstrate proper use of standard English when writing -Demonstrate an ability to compose correctly formed sentences using a variety of clauses and structures -Demonstrate proper verb tense and usage in writing</p> <p><u>SL.</u> -Initiate and participate effectively in a range of collaborative discussions (one-</p>	<p>Aimswab Testing</p> <p>ESY Testing</p> <p>KTEA II Assessment</p> <p>Cornell Note taking</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Outside research for extra credit</p> <p>Journals</p> <p>Timed essays</p> <p>Study guides</p> <p>Note taking</p> <p>Presentations</p> <p>Debates</p> <p>Role plays</p> <p>Teacher observation and Conversation</p> <p>Paraphrasing selections of text</p>	<p><u>Language</u> 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</p> <p><u>Reading</u> CC 11-12 R.L.1 CC 11-12 R.L. 10 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. 9 CC 11-12 R.I. 1 CC 11-12 R.I. 10 CC 11-12 R.I. 2 CC 11-12 R.I. 3 CC 11-12 R.I. 4 CC 11-12 R.I. 5 CC 11-12 R.I. 6 CC 11-12 R.I. 7</p>	<p>-Cornell Note taking</p> <p>-Age appropriate/high interest novels (to teacher discretion based off of student's interests).</p> <p>-Skill Level Pre-Test Assessment to determine grade level performance (at the beginning of the year / semester)</p> <p>-Teacher-selected textbooks (i.e. McDougal-Littell 11/12th Grade</p> <p>Literature examples: "Kubla Khan," "The Lady of Shalott," "My Last Duchess" "Dover" "Beach," "The Darkling Thrush," "Ah, Are You Digging on My Grave?" "The Hollow Men," "The Rocking-</p>

<p>Complete sentences</p> <p>Analysis of a topic</p> <p>Narrative, descriptive, and persuasive writing stemming from selected pieces of literature</p> <p>Grammar:</p> <p>Clauses --independent --subordinate --relative --absolutes</p> <p>Sentence Structure --simple --compound --complex --compound-complex</p> <p>Reading Literature from Contemporary Writers, 1946-present Vietnam Multi-cultural Literature Elements of Fiction Elements of Nonfiction Elements of poetry Vietnam Historical fiction Military affairs Narrative Autobiography Stream of Consciousness.</p> <p>Writing Process Research and Analysis MLA Documentation Grammar</p> <p>Prewrite, Draft, Revise, Edit, Proofread, Introduction, Body, Conclusion, Attention getter, Topic sentence, Transitions, Clincher,</p>		<p>on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Online lesson completion</p> <p>Worksheets (i.e. teacher made, crossword puzzles, matching, word searches etc.)</p> <p>Daily sentence corrections</p> <p>note cards check</p> <p>research outline</p> <p>research paper rough draft peer editing</p> <p>final draft of research paper</p>	<p><u>Writing</u></p> <p>CC 11-12 W. 1</p> <p>CC 11-12 W. 10</p> <p>CC 11-12 W. 3</p> <p>CC 11-12 W. 4</p> <p>CC 11-12 W. 5</p> <p>CC 11-12 W. 6</p> <p>CC 11-12 W. 7</p> <p>CC 11-12 W. 9</p> <p><u>Speaking & Listening</u></p> <p>CC 11-12 S.L. 1</p> <p>CC 11-12 S.L. 2</p> <p>CC 11-12 S.L. 3</p> <p>CC 11-12 S.L. 5</p> <p>CC 11-12 S.L. 6</p>	<p>Horse Winner," "Do Not Go Gentle into That Good Night"</p> <p>-Any Anglo Saxon and Medieval Literature (ability, age, and interest appropriate)</p> <p>-McDougal-Littell 11/12th Grade Text short stories (see stories at: http://www.classzone.com/cz/book/ml_lit_gr10/book_home.htm;jsessionid=T6JcTNTpR1Hj1vncw1XSGdKJc v7qsdJ2zGXgCXM RqdnmvSKWBWpRl356874463?state=il , McGraw-Hill Vocabulary Workshop etc.)</p> <p>-Interest Inventory (to gather what students are interested in reading about)</p> <p>-Study Guides</p> <p>-Various Graphic Organizers (i.e. Venn Diagrams, KWL Charts, 3-2-1 / Exit Slips etc.)</p> <p>-Power Points (various topics)</p> <p>-Video Clips (that</p>
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<p>Supporting detail, MLA format, Cite, Citation, 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.</p> <p>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.</p> <p>Listening Attention getter Introduction Transitions/clinchers Conclusion Supporting details Professionalism Tone of voice Point of view Credibility Logical sequence</p>					<p>correlate with material in class)</p> <p>-Task-specific Worksheets for grammar</p> <p>-Crossword puzzle generator</p> <p>-Task-specific Rubrics (i.e. writing assignments, research papers, oral presentations, group projects and teamwork etc.)</p> <p>www.rubistar.com</p> <p>-SMART Notebook 11: SMART Exchange</p> <p>Timed essays</p> <p>Revolutionary editorial</p> <p>Literary analysis or miniresearch paper</p>
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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/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
<p><u>Vocabulary For the Year:</u></p> <ul style="list-style-type: none"> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality 	<p><u>Seeing Structure in Expressions</u></p> <p><u>Arithmetic with Polynomials & Rational Expressions</u></p> <p><u>Create Equations</u></p> <p><u>Reasoning with Equations & Inequalities</u></p> <p><u>Interpreting Functions</u></p> <p><u>Building Functions</u></p> <p><u>Linear & Exponential Models</u></p> <p><u>Trigonometric Functions</u></p>	<ul style="list-style-type: none"> *Classify and order numbers. *Identify and use properties of real numbers. *Simplify, add, subtract, multiply and divide square roots. *Simplify and evaluate algebraic expressions. *Simplify expressions involving exponents. *Identify domain and range of relations and functions. *Determine if a relation is a function. *Write functions using function notation. *Evaluate and graph functions. *Apply transformations to points and sets of points. *Identify parent functions from graphs and equations. 	<p>Formal / Informal Assessments</p> <p>Reviews / Tests</p> <p>ESY Testing</p> <p>Aims Web Testing</p> <p>KTEA II Testing</p> <p>Monthly Progress Monitoring</p> <p>Cornell Note taking</p> <p>Exit Slips</p> <p>Observations</p> <p>Games</p> <p>Individual or group projects</p> <p>Teacher / Student Conferencing</p> <p>Homework</p> <p>Progress</p>	<p><u>F.BF.1</u> <u>F.BF.2</u></p> <p><u>A.CED.1</u> <u>A.CED.2</u> <u>A.CED.3</u></p> <p><u>A.REI.3</u> <u>A.REI.10</u> <u>A.REI.11</u></p> <p><u>F.IF.6</u> <u>F.IF.7</u></p>	<p>Various textbooks (i.e. Pacemaker, McGraw-Hill, Holt Algebra 2 etc.)</p> <p>Formal / Informal Assessments</p> <p>Teacher-made graphic organizers</p> <p>Task-specific worksheets / assignments</p> <p>Observations</p> <p>Homework</p> <p>Smartboard</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p>

<ul style="list-style-type: none"> *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * 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 *transformation * translation * trinomial 		<p>*Use parent functions to model real world data and make estimates for unknown values.</p> <p>*Solve linear equations and inequalities.</p> <p>*Graph a linear function using slope and a point, intercepts, and slope intercept form.</p> <p>*Graph a linear function using slope and a point, intercepts, and slope intercept form.</p> <p>*Write a linear equations given one point, two points and a graph.</p> <p>*Solve and graph linear inequalities in two variables.</p> <p>*Find the solution to a linear system by graphing on paper.</p> <p>*Find the solution to a linear system by graphing using a graphing calculator.</p>	<p>Reports</p> <p>Report Cards</p>		<p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p>
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<ul style="list-style-type: none"> * turning point * variable * vertex of a parabola * vertical * vertical compression * vertical stretch * x-intercept * y-intercept * zero of a function 					www.rubistar.com www.pbs.org
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October 1 st Quarter	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
<u>Vocabulary For the Year:</u> <ul style="list-style-type: none"> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree 	<u>Seeing Structure in Expressions</u> <u>Arithmetic with Polynomials & Rational Expressions</u> <u>Create Equations</u> <u>Reasoning with Equations & Inequalities</u>	<ul style="list-style-type: none"> *Solve a system of linear equations by the algebraic method of substitution. *Solve a system of linear equations by the algebraic method of elimination (linear combination). *Solve a system of linear equations by the algebraic method of elimination (linear combination). 	Formal / Informal Assessments Reviews / Tests ESY Testing Aims Web Testing KTEA II Testing Monthly Progress Monitoring	<u>N.VM.6</u> <u>N.VM.8</u> <u>A.REI.11</u>	Various textbooks (i.e. Pacemaker, McGraw-Hill, Holt Algebra 2 etc.) Formal / Informal Assessments Teacher-made graphic organizers Task-specific worksheets / assignments Observations

<ul style="list-style-type: none"> *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * perpendicular * polynomial * quadratic formula * quadratic function * quartic function * quintic function * range * rate of change 	<p><u>Interpreting Functions</u></p> <p><u>Building Functions</u></p> <p><u>Linear & Exponential Models</u></p> <p><u>Trigonometric Functions</u></p> <p><u>Vector & Matrix Quantities</u></p>	<ul style="list-style-type: none"> * Solve a system of linear equations that contains three variables. *Identify properties of a matrix. *Calculate the sum, difference, scalar product, and product of matrices. *Solve problems involving matrices. *Solve a system of linear equations using matrix concepts. 	<p>Cornell Note taking</p> <p>Exit Slips</p> <p>Observations</p> <p>Games</p> <p>Individual or group projects</p> <p>Teacher / Student Conferencing</p> <p>Homework</p> <p>Progress Reports</p> <p>Report Cards</p>		<p>Homework</p> <p>Smartboard</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p>
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<ul style="list-style-type: none"> * rational number * real number * reflection * relation * relative maximum * relative minimum * root * simplify * slope * solution of a system * standard form of a polynomial * system * transformation * translation * trinomial * turning point * variable * vertex of a parabola * vertical compression * vertical stretch * x-intercept * y-intercept * zero of a function 					ebra-1 www.internet4classroom.com www.goorulearning.org www.hippocampus.org www.math-play.com www.homeschoolmath.net www.mathblaster.com www.freetech4teachers.com www.coolmath.com www.rubistar.com www.pbs.org
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November 2nd Quarter	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	Common Core Standards (How do these skills relate to the	Resources
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			mastered?)	Common Core?)	
<u>Vocabulary For the Year:</u> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity	<u>Seeing Structure in Expressions</u> <u>Arithmetic with Polynomials & Rational Expressions</u> <u>Create Equations</u> <u>Reasoning with Equations & Inequalities</u> <u>Interpreting Functions</u> <u>Building Functions</u> <u>Linear & Exponential Models</u> <u>Trigonometric Functions</u> <u>Vector & Matrix Quantities</u>	*Factor an expression by factoring a common factor from each term. *Factor quadratic trinomials with the quadratic coefficient of one. *Factor quadratic trinomials with the quadratic coefficient not equal to one and prime. *Factor quadratic trinomials with the quadratic coefficient not equal to one by grouping. *Factor the difference of two squares. *Identify properties of given quadratic functions. *Graph quadratic functions. *Solve a quadratic equation by graphing and determining the zeros.	Formal / Informal Assessments Reviews / Tests ESY Testing Aims Web Testing KTEA II Testing Monthly Progress Monitoring Cornell Note taking Exit Slips Observations Games Individual or group projects Teacher / Student Conferencing Homework Progress Reports Report Cards	<u>A.SSE.1</u> <u>A.SSE.2</u> <u>F.IF.4</u> <u>F.IF.7</u> <u>F.IF.8</u> <u>F.IF.9</u>	Various textbooks (i.e. Pacemaker, McGraw-Hill, Holt Algebra 2 etc.) Formal / Informal Assessments Teacher-made graphic organizers Task-specific worksheets / assignments Observations Homework Smartboard www.mathbits.com www.algebra1teachers.com www.learner.org www.purplemath.com www.ixl.com/math/algebra-1 www.internet4classroom.com www.goorulearning.org www.hippocampus.org www.math-play.com www.homeschoolmath.net

<ul style="list-style-type: none"> * nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * 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 * transformation * translation * trinomial * turning point * variable * vertex of a parabola * vertical * vertical compression * vertical stretch 					<p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p>
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* 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/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>Vocabulary For the Year:</u> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior	<u>Seeing Structure in Expressions</u> <u>Arithmetic with Polynomials & Rational Expressions</u> <u>Create Equations</u> <u>Reasoning with Equations & Inequalities</u> <u>Interpreting Functions</u> <u>Building Functions</u>	*Solve quadratic equations using the square root method. *Solve quadratic equations by factoring and using the zero product property. *Complete the procedure of completing the square. *Use the concept of completing the square to solve a quadratic equation. *Use the discriminant to determine the number and nature of the roots.	Formal / Informal Assessments Reviews / Tests ESY Testing Aims Web Testing KTEA II Testing Monthly Progress Monitoring Cornell Note taking Exit Slips	<u>A.SSE.3</u> <u>A.REI.4</u> <u>A.CED.1</u>	Various textbooks (i.e. Pacemaker, McGraw-Hill, Holt Algebra 2 etc.) Formal / Informal Assessments Teacher-made graphic organizers Task-specific worksheets / assignments Observations Homework Smartboard www.mathbits.com

<ul style="list-style-type: none"> *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * perpendicular * polynomial * quadratic formula * quadratic function * quartic function * quintic function * range * rate of change * rational number * real number * reflection * relation * relative 	<p><u>Linear & Exponential Models</u></p> <p><u>Trigonometric Functions</u></p> <p><u>Vector & Matrix Quantities</u></p>	<p>*Solve quadratic equations using the Quadratic Formula.</p>	<p>Observations</p> <p>Games</p> <p>Individual or group projects</p> <p>Teacher / Student Conferencing</p> <p>Homework</p> <p>Progress Reports</p> <p>Report Cards</p>	<p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p>
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maximum * relative minimum * root * simplify * slope * solution of a system * standard form of a polynomial * system * transformation * translation * trinomial * turning point * variable * vertex of a parabola * vertical * vertical compression * vertical stretch * x-intercept * y-intercept * zero of a function					www.hippocampus.org www.math-play.com www.homeschoolmath.net www.mathblaster.com www.freetech4teachers.com www.coolmath.com www.rubistar.com www.pbs.org
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January 2 nd Quarter	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
<u>Vocabulary For the Year:</u>	<u>Seeing Structure in</u>	*Plot and identify	Formal /	<u>N.CN.1</u> <u>N.CN.2</u>	

<ul style="list-style-type: none"> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair 	<p><u>Expressions</u></p> <p><u>Arithmetic with Polynomials & Rational Expressions</u></p> <p><u>Create Equations</u></p> <p><u>Reasoning with Equations & Inequalities</u></p> <p><u>Interpreting Functions</u></p> <p><u>Building Functions</u></p> <p><u>Linear & Exponential Models</u></p> <p><u>Trigonometric Functions</u></p> <p><u>Vector & Matrix Quantities</u></p>	<p>complex numbers on the complex plane.</p> <p>*Perform operations with complex numbers (add, subtract, multiply).</p> <p>*Perform operations with complex numbers (divide).</p> <p>*Evaluate powers of i.</p> <p>*Solve quadratic equations with complex solutions.</p>	<p>Informal Assessments</p> <p>Reviews / Tests</p> <p>ESY Testing</p> <p>Aims Web Testing</p> <p>KTEA II Testing</p> <p>Monthly Progress Monitoring</p> <p>Cornell Note taking</p> <p>Exit Slips</p> <p>Observations</p> <p>Games</p> <p>Individual or group projects</p> <p>Teacher / Student Conferencing</p> <p>Homework</p> <p>Progress Reports</p> <p>Report Cards</p>	<p><u>N.CN.7</u></p>	<p>Various textbooks (i.e. Pacemaker, McGraw-Hill, Holt Algebra 2 etc.)</p> <p>Formal / Informal Assessments</p> <p>Teacher-made graphic organizers</p> <p>Task-specific worksheets / assignments</p> <p>Observations</p> <p>Homework</p> <p>Smartboard</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p>
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<ul style="list-style-type: none"> * parabola * parallel * parent function * 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 * transformation * translation * trinomial * turning point * variable * vertex of a parabola * vertical * vertical compression * vertical stretch * x-intercept * y-intercept * zero of a function 					<p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p>
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February 3 rd Quarter	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
<u>Vocabulary For the Year:</u> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function	<u>Seeing Structure in Expressions</u> <u>Arithmetic with Polynomials & Rational Expressions</u> <u>Create Equations</u> <u>Reasoning with Equations & Inequalities</u> <u>Interpreting Functions</u> <u>Building Functions</u> <u>Linear & Exponential Models</u> <u>Trigonometric Functions</u>	*Identify and classify polynomials. *Perform operations with polynomials (add, subtract, multiply, divide by a monomial). *Perform operations with polynomials (long division and synthetic division). *Determine the factors of a polynomial. *Factor the sum and difference of two cubes. *Use rational root theorem and the irrational root theorem to solve polynomial theorems. *Use the Fundamental Theorem of Algebra and its corollary to	Formal / Informal Assessments Reviews / Tests ESY Testing Aims Web Testing KTEA II Testing Monthly Progress Monitoring Cornell Note taking Exit Slips Observations Games Individual or group projects	<u>A.APR.1</u> <u>A.APR.2</u> <u>A.APR.3</u> <u>F.IF.3</u> <u>F.IF.4</u> <u>F.IF.7</u>	Various textbooks (i.e. Pacemaker, McGraw-Hill, Holt Algebra 2 etc.) Formal / Informal Assessments Teacher-made graphic organizers Task-specific worksheets / assignments Observations Homework Smartboard www.mathbits.com www.algebra1teachers.com www.learner.org www.purplemath.com

<ul style="list-style-type: none"> *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * 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 	<p><u>Vector & Matrix Quantities</u></p>	<p>write a polynomial equation of least degree with given roots.</p> <p>*Identify all of the roots of a polynomial equation.</p> <p>*Use properties of end behavior to analyze, describe and graph polynomial functions.</p> <p>*Transform polynomial functions.</p>	<p>Teacher / Student Conferencing</p> <p>Homework</p> <p>Progress Reports</p> <p>Report Cards</p>	<p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p>
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<ul style="list-style-type: none"> * solution of a system * standard form of a polynomial * system *transformation * translation * trinomial * turning point * variable * vertex of a parabola * vertical * vertical compression * vertical stretch * x-intercept * y-intercept * zero of a function 					.net www.mathblaster.com www.freetech4teachers.com www.coolmath.com www.rubistar.com www.pbs.org
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March 3 rd Quarter	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
<u>Vocabulary For the Year:</u> *axis of symmetry *binomial *coefficient *complex conjugates *complex number	<u>Seeing Structure in Expressions</u> <u>Arithmetic with Polynomials & Rational Expressions</u>	*Write and evaluate exponential expressions to model growth and decay situations. *Graph exponential growth and decay functions.	Formal / Informal Assessments Reviews / Tests ESY Testing	<u>F.IF.7</u> <u>F.BF.1</u> <u>F.BF.4</u> <u>F.LE.4</u> <u>A.REI.11</u>	Various textbooks (i.e. Pacemaker, McGraw-Hill, Holt Algebra 2 etc.) Formal / Informal Assessments Teacher-made graphic

<ul style="list-style-type: none"> *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * perpendicular * polynomial * quadratic formula 	<p><u>Create Equations</u></p> <p><u>Reasoning with Equations & Inequalities</u></p> <p><u>Interpreting Functions</u></p> <p><u>Building Functions</u></p> <p><u>Linear & Exponential Models</u></p> <p><u>Trigonometric Functions</u></p> <p><u>Vector & Matrix Quantities</u></p>	<p>*Graph and recognize inverses of relations and functions.</p> <p>*Find inverses of functions.</p> <p>*Write equivalent forms for exponential and logarithmic functions.</p> <p>*Write, evaluate, and graph logarithmic functions.</p> <p>*Use properties to simplify logarithmic expressions.</p> <p>*Expand and condense logarithmic expressions.</p> <p>*Translate between logarithms in any base.</p> <p>*Solve exponential and logarithmic equations.</p> <p>*Use the number e to write and graph exponential functions representing real world situations.</p> <p>*Solve equations and problems involving e or natural logarithms.</p>	<p>Aims Web Testing</p> <p>KTEA II Testing</p> <p>Monthly Progress Monitoring</p> <p>Cornell Note taking</p> <p>Exit Slips</p> <p>Observations</p> <p>Games</p> <p>Individual or group projects</p> <p>Teacher / Student Conferencing</p> <p>Homework</p> <p>Progress Reports</p> <p>Report Cards</p>		<p>organizers</p> <p>Task-specific worksheets / assignments</p> <p>Observations</p> <p>Homework</p> <p>Smartboard</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>www.mathbits.com</p>
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<ul style="list-style-type: none"> * 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 * transformation * translation * trinomial * turning point * variable * vertex of a parabola * vertical compression * vertical stretch * x-intercept * y-intercept * zero of a function 					<p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p>
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April	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
<p><u>Vocabulary For the Year:</u></p> <ul style="list-style-type: none"> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent 	<p><u>Arithmetic with Polynomials and Rational Expressions</u></p> <p><u>Reasoning with Equations and Inequalities</u></p> <p><u>Interpreting Functions</u></p> <p><u>Real Number System</u></p>	<p>Simplify rational expressions.</p> <p>Multiply and divide rational expressions.</p> <p>Add and subtract rational expressions.</p> <p>Simplify complex fractions.</p> <p>Rewrite radical expressions by using rational exponents.</p> <p>Simplify and evaluate radical expressions and expressions with rational exponents.</p> <p>Graph radical functions.</p>	<p>KTEAll</p> <p>AIMSweb</p> <p>ESY</p> <p>Cornell Notes</p> <p>observation</p> <p>Checklists</p> <p>Conferences (student/teacher and/or teacher/parent)</p> <p>Reviews</p> <p>Weekly content quizzes/tests</p> <p>Games</p> <p>Individual or group projects</p>	<p><u>Arithmetic with Polynomials and Rational Expressions</u></p> <p>A.APR.7</p> <p><u>Reasoning with Equations and Inequalities</u></p> <p>A.REI.2</p> <p><u>Real Number System</u></p> <p>N.RN.1</p> <p>N.RN.2</p> <p><u>Interpreting Functions</u></p> <p>F.IF.7</p>	<p>Smartboard</p> <p>Textbooks-Glenco, Pacemaker, etc</p> <p>www.mathbits.com</p> <p>www.algebra1teachers.com</p> <p>www.learner.org</p> <p>www.purplemath.com</p> <p>www.ixl.com/math/algebra-1</p> <p>www.internet4classroom.com</p> <p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p>

<p>variable</p> <ul style="list-style-type: none"> *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * 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 			<p>Exit slips</p> <p>Daily class work</p> <p>Homework</p> <p>Monthly progress monitoring</p> <p>Progress reports</p> <p>Report cards</p>		<p>www.mathblaster.com</p> <p>www.freotech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>KTAEII</p> <p>AIMSweb</p>
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form of a polynomial * system *transformation * translation * trinomial					
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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?)	Resources
<u>Vocabulary For the Year:</u> *axis of symmetry *binomial *coefficient *complex conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain	<u>Reasoning with Equations and Inequalities</u> <u>Interpreting Functions</u> <u>Trigonometric Functions</u> <u>Similarity, Right Triangles, and Trigonometry</u>	Graph radical functions. Solve radical equations. Understand and use trigonometric relationships of acute angles in triangles. Determine the side lengths of right triangles by using trigonometric functions. Draw angles in standard position. Determine values of the trigonometric functions for an angle in standard position.	KTEAll AIMSweb ESY Cornell Notes observation Checklists Conferences (student/teacher and/or teacher/parent) Reviews	<u>Reasoning with Equations and Inequalities</u> A.REI.2 A.REI.2 <u>Similarity, Right Triangles, and Trigonometry</u> G.SRT.6 G.SRT.8 <u>Interpreting Functions</u> F.IF.7	Smartboard Textbooks-Glenco, Pacemaker, etc www.mathbits.com www.algebra1teachers.com www.learner.org www.purplemath.com www.ixl.com/math/algebra-1 www.internet4classroom.com

<ul style="list-style-type: none"> *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function * perpendicular * polynomial * quadratic formula * quadratic function * quartic function * quintic function * range * rate of change * rational 		<p>Convert angles measures between degrees and radians.</p> <p>Find the values of trigonometric functions on the unit circle.</p> <p>Find the values of trigonometric functions on the unit circle.</p> <p>Prove trigonometric identities.</p> <p>Recognize and graph trigonometric functions.</p>	<p>Weekly content quizzes/tests</p> <p>Games</p> <p>Individual or group projects</p> <p>Exit slips</p> <p>Daily class work</p> <p>Homework</p> <p>Monthly progress monitoring</p> <p>Progress reports</p> <p>Report cards</p>	<p><u>Trigonometric Functions</u></p> <p>F.TF.1</p> <p>F.TF.2</p> <p>F.TF.5</p> <p>F.TF.8</p>	<p>www.goorulearning.org</p> <p>www.hippocampus.org</p> <p>www.math-play.com</p> <p>www.homeschoolmath.net</p> <p>www.mathblaster.com</p> <p>www.freetech4teachers.com</p> <p>www.coolmath.com</p> <p>www.rubistar.com</p> <p>www.pbs.org</p> <p>KTAEII</p> <p>AIMSweb</p>
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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/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>Vocabulary For the Year:</u> *axis of symmetry *binomial *coefficient *complex	<u>Statistics and Probability</u>	Summarize, represent, and interpret data. Make inferences and justify conclusions from sample surveys and experiments.	KTEAll AIMSweb ESY	<u>Statistics and Probability</u> S.ID.1	Smartboard Textbooks-Glenco, Pacemaker, etc www.mathbits.com

<p>conjugates *complex number *conjugate *constant *constant function *constant term *correlation *cubic function *degree *dependent variable *determinant *discriminant *domain *end behavior *equation *evaluate *expression *factor (n) *factor (v) *function *greatest common factor *horizontal *imaginary number *independent variable *inequality *integer *leading coefficient *linear function *matrix *model *monomial *multiplicity *nature of the roots * non-integer * ordered pair * parabola * parallel * parent function</p>			<p>Cornell Notes observation Checklists Conferences (student/teacher and/or teacher/parent) Reviews Weekly content quizzes/tests Games Individual or group projects Exit slips Daily class work Homework Monthly progress monitoring Progress reports</p>	<p>S.ID.2 S.ID.3 S.ID.4 S.ID.5 S.ID.6</p>	<p>www.algebra1teachers.com www.learner.org www.purplemath.com www.ixl.com/math/algebra-1 www.internet4classroom.com www.goorulearning.org www.hippocampus.org www.math-play.com www.homeschoolmath.net www.mathblaster.com www.freotech4teachers.com www.coolmath.com www.rubistar.com www.pbs.org KTAEII AIMSweb</p>
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<ul style="list-style-type: none"> * 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 * transformation * translation * trinomial 			Report cards		
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ILLINOIS STATE BOARD OF EDUCATION
 Special Education & Support Services
 100 North First Street, E-228
 Springfield, Illinois 62777-0001

CHARTER SCHOOL INITIAL APPLICATION FOR
 SPECIAL EDUCATION SERVICES

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

Section 226.10 Purpose

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 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 shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007).

Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services.

CHARTER SCHOOL NAME UCAN Tech	DISTRICT NAME AND NUMBER	
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code) (773)722-3097	FAX (Include Area Code)
GRADES TO BE SERVED 9th through 12th	DATE OF APPLICATION SUBMISSION	
CONTACT NAME Cherilyn Thomas	TOTAL NUMBER OF STUDENTS TO BE SERVED 130	CONTACT TELEPHONE (Include Area Code) (773)722-3097 x 46202
		CONTACT E-MAIL Cherilyn.thomas@ucanchicago.org

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

UCAN Tech

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
<p>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and 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)</p>	<p>UCAN Tech enrollment forms will clearly note our anti-discrimination policy.</p>		<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

II. CHILD FIND

CHARTER SCHOOL NAME

UCAN Tech

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
<p>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 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))</p>	<p>UCAN Tech is a High School, Child Find is not applicable for this program.</p>		<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

UCAN Tech

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
<p>a) Referral system – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.306) (23 IAC 226.110)</p>	<p>UCAN Tech will adhere to the following Referral procedure: 1. A referral for evaluation can be made by the parents/guardian or UCAN Tech. 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 more than 60 school days to complete evaluation. 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.</p>	<p>Principal, Parent, Teacher, Social Worker, Data Coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

UCAN Tech

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
<p>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))</p>	<p>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.</p> <p>UCAN Tech will assess students, in their native language, in the following areas:</p> <ol style="list-style-type: none"> 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. 	<p>School Social Worker, Teacher, Parent, Student</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

UCAN Tech

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
<p>c) Timelines – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> 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. <p>(34 CFR 300.301(c)(1)(i-ii)) (34 CFR 300.303) (34 CFR 300.304(a)) (34 CFR 300.320(a)(3)) (34 CFR 300.321(b)(1)) (34 CFR 300.322(a)) (34 CFR 300.324(b)(1)(i)) (34 CFR 300.503) (23 IAC 226.110(d)) (23 IAC 226.110(i)) (23 IAC 226.120) (23 IAC 226.180(d)) (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)</p>	<p>UCAN Tech will employ the following timelines:</p> <ol style="list-style-type: none"> 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 	<p>Social Worker, Principal, Intake Coordinator and Teacher</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

UCAN Tech

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
<p>Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)</p>	<p>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.</p> <p>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.</p> <p>UCAN Tech will provide the parents/guardians the with the following, if appropriate:</p> <ul style="list-style-type: none"> 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 Parent/Guardian Excusal of an Individual Education Program Team Member Parent/Guardian and Student Notification of Transfer of Rights Due to Age Majority 	<p>Principal, Intake Coordinator, Social Worker</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

UCAN Tech

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
<p>Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined. (34 CFR 300.114(a)(2)(ii)) (34 CFR 300.116(b)) (34 CFR 300.116(d)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6))</p>	<p>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 every effort possible to provide enough additional supports in the general education so that students can access the general education.</p> <p>The first placement considered will be the general education. Student receives instruction with supplementary aids and services in the general education.</p> <p>Additional considerations</p> <p>Resource Room</p> <p>Student receives specially designed instruction through a special education class for less than half of the day</p> <p>Self-contained Room - the student is included, with support for parts of general education classes when appropriate</p> <p>Full removal from general education considerations</p> <p>Separate Day-Residential Program</p> <p>Home/Hospital Program</p>	<p>Principal, Teachers, SPED teacher, parent, student, social work</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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
<p>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, and related services;</p> <p>Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child's need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services <u>will only be made after the IEP team's consideration of the educational environment options (taking into consideration all available educational resources such as accommodations AND related services)</u> and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs.</p> <p>(34 CFR 300.116(a)(1)) (34 CFR 300.116(b)(1)) (34 CFR 300.320(a)(1)(i)) (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))</p>	<p>UCAN Tech will provide special education and related services deemed necessary in the student's IEP.</p> <p>Modifications/Accommodations will be provided by the teacher in order for student to successfully access the general education</p> <p>Social Work minutes will be provided by a licensed social worker to improve social emotional functioning and/or independent functioning</p> <p>Nursing services will be provided by UCAN Tech's full time nurse.</p> <p>Occupational Therapy, Speech services will be provided to students in need during the school day.</p> <p>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 adulthood and post-secondary options. UCAN will 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</p>	<p>Principal, Social Worker, Intake Coordinator, SPED teacher, teacher, nurse, OT, SLP</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

UCAN Tech

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
<p>b) Functional Assessments of Behavior - describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)</p>	<p>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.</p>	<p>School social worker, teacher and parents</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

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<p>c) Behavior Intervention Plans – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))</p>	<p>UCAN's IEP team will use FBA to develop an effective behavior intervention plan.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Social Worker, Sped Teacher, Teacher, Parent, Student</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

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<p>d) Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))</p>	<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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 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. <p>The UCAN Tech Progressive Discipline Model reflects our commitment to a safe and supportive</p>	<p>Principal, Behavior Intervention Specialists, Social Worker</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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<p>e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEP's, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))</p>	<p>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 applications for post-secondary employment, vocational training, or a college education.</p> <p>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 goals.</p> <p>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</p>	<p>Post-secondary counselor, Social Worker, parent and student</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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UCAN Tech

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<p>f) Transportation -- describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))</p>	<p>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.</p> <p>Transportation support includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Bus fare for public transportation 2. School busing services <p>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.</p>	<p>IEP Team (Principal, Teachers, Sped teacher, social worker, intake coordinator, parent/student)</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME
UCAN Tech

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<p>g) Extended School Year – describe how extended school year services will be provided. (34 CFR 300.106(a-b)) (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii))</p>	<p>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.</p> <p>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.</p>	<p>Principal, Social Worker, Teacher, Sped Teacher and Data Coordinator.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

UCAN Tech

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<p>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))</p>	<p>Students must participate in in state assessment either through regular state assessment without accommodations, state assessment with accommodations or an alternative assessment</p> <p>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:</p> <ol style="list-style-type: none"> 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. 	<p>Social Worker, Teacher, Parent, Student, SPED teacher</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

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<p>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))</p>	<p>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.</p> <p>UCAN Tech will share the assessment calendar with parents/guardians for transparency in the assessment process.</p>	<p>Principal and Data Coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

UCAN Tech

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<p>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)</p>	<p>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 UCAN TECH will be directly responsible for protecting confidential educational records for all students. We will ensure this by dedicated a locked storage area for records. Only the administrative team will have a key to the locked storage area. A log will be kept as evidence to determine who has read a student's file. Parents will be granted access to review their child's record, provided they show identification. Parent/guardians: 1. have the right to inspect records 2. have the right to have representative inspect 3. have the right to ask for copies UCAN Tech will not release any student information without parental consent.</p>	<p>Principal, Intake Coordinator, Data Coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

UCAN Tech

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<p>Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)</p>	<p>All UCAN Tech staff will have a fingerprint-based background through the Illinois State Police and Federal Bureau of Investigations.</p> <p>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.</p>	<p>Human Resources specialist</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

UCAN Tech

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<p>Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))</p>	<p>Careful planning and coordination of the Intake and scheduling process will be incorporated at UCAN Tech to ensure that students are provided a FAPE that is aligned with ISBE's guidelines to have no more than 30% of SPED student in a given class.</p>	<p>Intake coordinator and Data coordinator</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

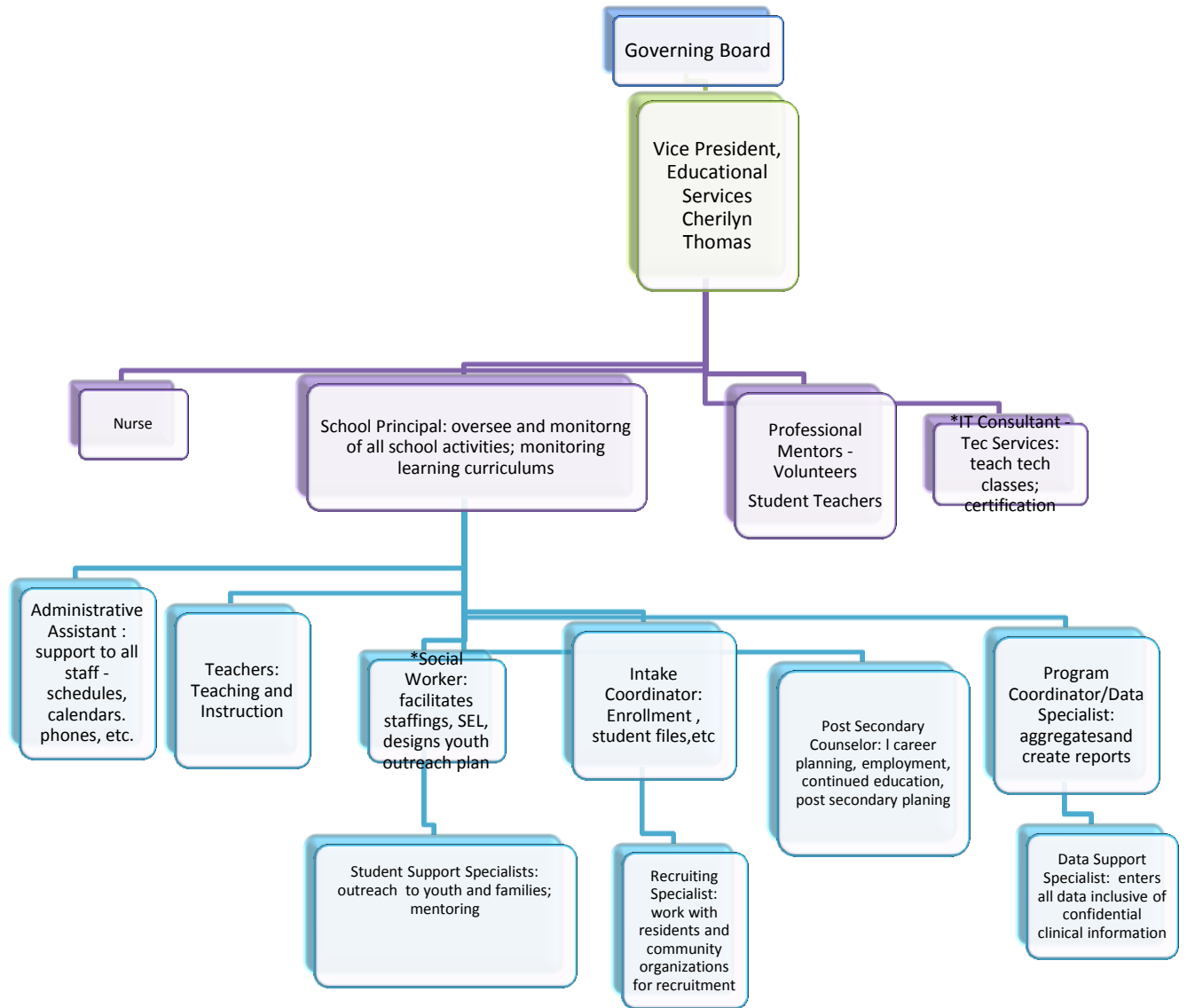
UCAN TECH Sample Teacher Schedule
Ms. C. Thomas -History

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	Planning Period
Lunch	11:34 AM	12:04 PM	
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	Pathways II: Computer Support Computer Lab 1
7	12:47 AM	1:30 AM	
8	1:34 AM	2:17 AM	
9	2:21 AM	3:04 AM	
10	3:08 AM	3:51 AM	

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
Direct reports: 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.

<p style="text-align: center;">Uhlich Children's Advantage Network Job Description</p>

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 and information sessions on topics such as how to deal with workplace conflict how to overcome workplace stress, how 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 staffings.
- 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

- 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

EEO/ADA Compliant Employer

7/18/11

- 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 Excel 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

EEO/ADA Compliant Employer

4/4/03

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)

UCAN Tech Evaluation System

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 <i>Knowledge of:</i> <ul style="list-style-type: none"> 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.
	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced. 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. 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. Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students’ learning styles. 	<ol style="list-style-type: none"> 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,” <ol style="list-style-type: none"> Unit and/or lesson plans include connections to content standards from related disciplines. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content. Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest.

UCAN Tech Evaluation System

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>1b: Demonstrating Knowledge of Students</p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Child and Adolescent Development</i> • <i>The Learning Process</i> • <i>Students' Skills, Knowledge, and Language Proficiency</i> • <i>Students' Interests and Cultural Heritage</i> • <i>Students' Special Needs and Appropriate Accommodations/Modifications</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 1. Unit and/or lesson plans are not 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. 	<ol style="list-style-type: none"> 1. Unit and/or lesson plans are 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. 	<ol style="list-style-type: none"> 1. Unit and/or lesson plans are 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. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 1. Unit and/or lesson plans include developmentally appropriate strategies for individual students. 2. Teacher frequently collects new information about learning styles to adjust unit and/or lesson plans. 3. 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 4. Teacher regularly seeks information from various sources about student cultures and interests to incorporate into plans. 5. Teacher regularly seeks updates and additional information about the needs of diverse learners in order to apply this information to more appropriately plan instruction.

UCAN Tech Evaluation System

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>1c: Selecting Learning Objectives</p> <ul style="list-style-type: none"> • <i>Clarity of Objectives</i> • <i>Sequence and Alignment of Objectives</i> • <i>Balance of Objectives</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 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.

UCAN Tech Evaluation System

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>1d: Designing Coherent Instruction</p> <p><i>Design Incorporates:</i></p> <ul style="list-style-type: none"> • Knowledge of Students and Their Needs • Learning Tasks • Materials and Resources • Instructional Grouping • Lesson and Unit Structure 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 grade-appropriate 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.</p>
	<ol style="list-style-type: none"> 1. Unit and/or lesson plan does not align knowledge of student achievement levels and learning styles to content and resources. 2. Classroom activities are not planned to correspond to learning objectives 3. Classroom activities are not planned to account for student interest and only ask students to recall or provide rote responses. 4. Classroom activities are not planned based on knowledge of the range of student achievement levels and learning styles. 5. Classroom activities are not planned in sequence and either do not provide enough or provide too much time for student completion. 6. Classroom texts and other materials are too easy and/or are not content appropriate. 7. Unit and/or lesson plan does not include anything except full class instruction. 8. Unit and/or lesson plan is not organized and/or does not have a logical progression. 	<ol style="list-style-type: none"> 1. 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. 2. Classroom activities are planned to sometimes address learning objectives. 3. Classroom activities are sometimes planned to interest and engage students and require some higher order thinking skills. 4. Classroom activities are planned to meet the needs of a limited range of student achievement levels and learning styles. 5. Classroom activities somewhat build on one another and mostly appropriate amounts of time are provided for student completion. 6. Classroom texts or other materials are sometimes challenging and/or relevant to support some students' learning. 7. Unit and/or lesson plan includes the use of instructional groups but they may not be aligned to learning objectives or student learning needs. 8. Unit and/or lesson plan is somewhat organized and follows a logical progression. 	<ol style="list-style-type: none"> 1. Unit and/or lesson plan reflects student achievement levels and learning styles which are aligned to appropriate content and resources. 2. Classroom activities are designed and aligned to address various learning objectives. 3. Classroom activities are designed to interest and engage students and challenge them to use higher order thinking skills. 4. Classroom activities are designed to meet the needs of most student achievement levels and learning styles. 5. Classroom activities are planned and paced so the class can achieve the learning objectives. 6. Classroom texts or other materials are challenging and relevant to support nearly all students' learning. 7. Unit and/or lesson plan incorporates the use of instructional groups when appropriate based on student learning needs. 8. Unit and/or lesson plan is organized and follows a progression designed to address the learning objectives and student learning needs. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 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.

UCAN Tech Evaluation System

Adopted from The 2013 CPS Framework for Teaching

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>1e: Designing Student Assessment</p> <ul style="list-style-type: none"> • <i>Congruence with Standards-Based Learning Objectives</i> • <i>Levels of Performance and Standards</i> • <i>Design of Formative Assessments</i> • <i>Use for Planning</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 1. Teacher does not have planned assessments or assessments do not correspond to the learning objectives for the unit and/or lesson plan. 2. Plans for assessment do not include descriptions, criteria or rubrics for student expectations or levels of achievement. 3. Unit and/or lesson plans do not include formative assessments and/or formative assessments do not provide feedback about student levels of achievement. 4. Teacher does not have a method of using assessment feedback to inform future plans for instruction. 	<ol style="list-style-type: none"> 1. Teacher plans include assessments but they may not entirely correspond to the learning objectives for the unit and/or lesson plan. 2. 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. 3. 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. 4. Teacher attempts to use assessment feedback to inform future plans for instruction for the whole class. 	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. Unit and/or lesson plan includes appropriate formative assessments that measure student levels of achievement for groups of students. 4. Teacher uses assessment feedback to inform future plans for instruction for groups of students. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Unit and/or lesson plan includes diverse formative assessments that provide feedback for about individual student levels of achievement. 4. Teacher uses assessment feedback to inform future plans for instruction for individual students.

UCAN Tech Evaluation System

Domain 2: The Classroom Environment

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • <i>Teacher Interactions with Students</i> • <i>Student Interactions with Other Students</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 1. Teacher has not made connections with students or groups of students. 2. Teacher uses disrespectful language with students and/or exhibits actions that are insensitive to students' ages and developmental levels. 3. Students regularly use disrespectful and/or insensitive language toward one another and/or the teacher. 4. Many students may criticize peers who volunteer to participate or engage in academic activities. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 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.

UCAN Tech Evaluation System

Adopted from The 2013 CPS Framework for Teaching

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • <i>Importance of Learning</i> • <i>Expectations for Learning</i> • <i>Student Persistence</i> • <i>Student Ownership of Learning</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 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.

UCAN Tech Evaluation System

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • <i>Management of Instructional Groups</i> • <i>Management of Transitions</i> • <i>Management of Materials and Supplies</i> • <i>Performance of Classroom Routines</i> • <i>Direction of Volunteers and Paraprofessionals</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 1. Teacher does not establish and/or 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. 	<ol style="list-style-type: none"> 1. Teacher has established regular 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. 	<ol style="list-style-type: none"> 1. Teacher enforces regular classroom 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. 	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> 1. Students assist teacher in enforcing regular classroom policies and procedures. Students initiate the performance of or prompt each other to perform basic classroom functions. 2. Students are included in and help maintain the system for the collection and distribution of materials. 3. Students help facilitate transitions. 4. When in groups away from teacher or working independently, students facilitate staying on task themselves. 5. 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.

UCAN Tech Evaluation System

Adopted from The 2013 CPS Framework for Teaching

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • <i>Expectations and Norms</i> • <i>Monitoring of Student Behavior</i> • <i>Fostering Positive Student Behavior</i> • <i>Response to Student Behavior</i> 	<p>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/or disrespectful.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Teacher has and refers to some classroom rules for student behavior but they are not consistently enforced. 2. Teacher is somewhat aware of student behavior but may not check on all students. 3. Teacher sometimes attempts to highlight and praise appropriate behavior. 4. When appropriate, teacher sometimes attempts to redirect student misbehavior but responses are not consistent for all students or are not all appropriate in tone. 	<ol style="list-style-type: none"> 1. Teacher consistently refers to and enforces classroom rules for student behavior. 2. Teacher is aware of student behavior and frequently checks on all students. 3. Teacher regularly highlights and praises appropriate behavior. 4. Teacher consistently and respectfully responds to student misbehavior. When appropriate, teacher redirects student misbehavior in the classroom. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 1. Students refer to and help enforce classroom rules for student behavior with one another. 2. Students self-monitor behavior requiring minimal checks by the teacher. 3. Students help to highlight and praise appropriate behavior among their peers. 4. Teacher adjusts her/his response to student misbehavior so that it is appropriate for individual students' learning needs.

UCAN Tech Evaluation System

Domain 3: Instruction

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
3a:Communicating with Students <ul style="list-style-type: none"> • <i>Standards-Based Learning Objectives</i> • <i>Directions for Activities</i> • <i>Content Delivery and Clarity</i> • <i>Use of Oral and Written Language</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> 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

UCAN Tech Evaluation System

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	<p>understand the content or they do not participate in class to engage with it.</p> <p>6. In both oral and written communication, teacher makes pronunciation, word meaning, spelling or grammar errors that impact student understanding.</p> <p>7. 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.</p>	<p>5. Students indicate that they partially understand the content and sometimes participate in class to engage with it.</p> <p>6. In oral and /or written communication, teacher makes minor pronunciation, word meaning, spelling or grammar errors that sometimes impacts student understanding.</p> <p>7. 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.</p>	<p>and well developed examples to connect students' prior knowledge and interests to content.</p> <p>5. Students indicate that they understand the content and regularly participate in class to engage with it.</p> <p>6. Teacher uses language in oral and written communication that is nearly error free in terms of pronunciation, word meaning, spelling and grammar.</p> <p>7. In oral and/or written communication, teacher's word choice is purposeful and precise for students' age and achievement levels.</p>	<p>big ideas in the content. Teacher may ask students to help explain the content to one another or correct each other's misunderstandings.</p> <p>4. Teacher asks students to consider how the content connects to their own prior knowledge and interests.</p> <p>5. Students indicate a desire to learn more about the content and help identify ways to do so.</p> <p>6. Teacher strategically models challenging or new language in oral and written communication to expand students' vocabularies and enhance their understanding of content.</p> <p>7. 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.</p>
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UCAN Tech Evaluation System

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • <i>Low- and High-Level Questioning</i> • <i>Discussion Techniques and Explanation of Thinking</i> • <i>Student Participation</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 1. 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. 2. Teacher does not provide time between questions or between questions and answers. 3. Teacher asks questions that are irrelevant to the content and/or does not allow students to ask questions of one another. 4. After asking a question, teacher does not ask students to explain their answers or thinking in the content. Teacher may accept inaccurate answers. 5. Few students participate in discussion. Teacher does not encourage further participation. 	<ol style="list-style-type: none"> 1. 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. 2. Teacher sometimes provides time for students to think and respond to questions. 3. Most discussion is teacher-led but sometimes students are asked to share their ideas and questions with one another about the content. 4. 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. 5. Some students volunteer to participate in discussion. Teacher attempts to use some strategies to increase participation. 	<ol style="list-style-type: none"> 1. 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. 2. Teacher provides time for students to purposefully think through and respond to questions. 3. When appropriate, students engage in discussion of the content with one another with minimal teacher mediation. 4. 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. 5. Teacher uses multiple strategies to encourage most students to participate in discussion beyond students who regularly volunteer. 	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> 1. 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. 2. Teacher uses additional strategies to encourage all students to think and respond to questions. 3. Students initiate, lead or extend discussion of the content. 4. Students ask one another questions, push each other to defend their answers or thinking and/or build on or challenge each other’s ideas. 5. Students encourage one another to actively participate in discussion.

UCAN Tech Evaluation System

Adopted from The 2013 CPS Framework for Teaching

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • <i>Alignment of Learning Objectives</i> • <i>Task and Text Complexity</i> • <i>Scaffolding and Differentiating Instruction</i> • <i>Pacing and Sequencing</i> • <i>Grouping</i> 	<p>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, grade-level, 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Teacher asks students to complete activities and assignments that sometimes address stated learning objectives. 2. Some students attempt to complete learning tasks. Most tasks require students to apply low level thinking skills. 3. Texts or materials are sometimes too easy and sometimes require students to practice new skills or deepen content understanding. 4. Tasks and/or materials are sometimes modified to address students’ learning needs and support some student engagement. 5. 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. 6. Teacher sometimes groups students based on the learning objectives or tasks. Grouping may not support students’ learning needs or engagement. 	<ol style="list-style-type: none"> 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. 	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> 1. 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. 2. Students have input and/or choice of learning tasks and/or how to complete them. 3. Students have input about and/or choice of texts or materials. 4. Tasks and materials are modified to address individual student learning needs. Students have input about how modify them. 5. 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. 6. Students have input about grouping and/or initiate groups that support the needs of their peers.

UCAN Tech Evaluation System

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • <i>Monitoring of Student Learning with Checks for Understanding</i> • <i>Assessment Performance Levels</i> • <i>Student Self-Assessment</i> • <i>Feedback to Students</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 1. Teacher does not have a system of assessment to check student progress on learning objectives during class. 2. Teacher does not make clear the expectations for student work. When asked, students say they do not know how their work will be evaluated. 3. 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 do so. 4. Teacher does not provide students with feedback on their work. Feedback may not be aligned to the expectations and/or is inaccurate. 	<ol style="list-style-type: none"> 1. Teacher sometimes uses an assessment method during class to check student progress on learning objectives. Assessments are mostly checked for completion and not understanding. 2. Teacher attempts to make clear the expectations for student work. When asked, students say they partially understand how their work will be evaluated. 3. 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. 4. Teacher attempts to provide students with feedback on their work. Feedback may be vague, unaligned to the expectations or not suggest future improvements. 	<ol style="list-style-type: none"> 1. Teacher regularly uses assessments during class to check student progress on learning objectives. Assessments check for understanding as well as completion. 2. 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. 3. 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. 4. Teacher regularly provides individual and groups of students with feedback on their work. Feedback is aligned to expectations and suggests future improvements. 	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Students can accurately reflect and evaluate their work or the work of their peers. 4. Students provide one another with feedback that is aligned to expectations and suggests future improvements.

UCAN Tech Evaluation System

Adopted from The 2013 CPS Framework for Teaching

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • <i>Response to Student Needs</i> • <i>Teacher's Persistence</i> • <i>Lesson Adjustment</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. When possible, teacher incorporates appropriate responses to student questions and interests into instruction. Responses advance learning. 2. 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. 3. When necessary, teacher appropriately adjusts strategies during instruction based on student behavior, feedback, assessment data, needs and learning styles. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 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.

UCAN Tech Evaluation System

Domain 4: Professional Responsibilities

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
4a: Reflecting on Teaching and Learning <ul style="list-style-type: none"> Effectiveness Use in Future Teaching 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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. Teacher cannot describe how her/his instructional strategies impacted what students did or did not learn from a lesson. Teacher does not have ideas about how to strengthen a lesson or improve instruction in the future. 	<ol style="list-style-type: none"> 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. Teacher can describe some of how her/his instructional strategies impacted what students did or did not learn from a lesson. Teacher has some general ideas about how to strengthen a lesson or improve instruction in the future. 	<ol style="list-style-type: none"> 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. Teacher can describe how her/his instructional strategies impacted what students did or did not learn from a lesson. Teacher has specific ideas about how to strengthen a lesson or improve instruction in the future. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 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. Teacher uses multiple examples from class to assess the impact of instructional strategies on individual students' learning needs. 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.

UCAN Tech Evaluation System

Adopted from The 2013 CPS Framework for Teaching

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4b: Maintaining Accurate Records <ul style="list-style-type: none"> • <i>Student Completion of Assignments</i> • <i>Student Progress in Learning</i> • <i>Non-Instructional Records</i> 	Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning, and non-instructional 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 non-instructional 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 non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.
	Teacher does not have a system to: <ol style="list-style-type: none"> 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 non-instructional records and information <p>And/or the system allows many errors.</p>	Teacher has a system to: <ol style="list-style-type: none"> 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 non-instructional records and information <p>But the system allows some errors, requires too much time to maintain and/or is sometimes regularly updated.</p>	Teacher regularly uses a system to: <ol style="list-style-type: none"> 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 non-instructional records and information <p>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.</p>	In addition to the characteristics of “proficient,” teacher uses a system in which students help to: <ol style="list-style-type: none"> 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 non-instructional records and information.

UCAN Tech Evaluation System

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>4c:Communicating with Families</p> <ul style="list-style-type: none"> • <i>Information and Updates about Grade Level Expectations and Student Progress</i> • <i>Engagement of Families as Partners in the Instructional Program</i> • <i>Response to Families</i> • <i>Cultural Appropriateness</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Teacher sometimes communicates with families about what students are learning, what they are doing in class, and why they are doing so. 2. Teacher sometimes attempts to inform families of or involve families through classroom activities or events. 3. Teacher sometimes responds to families’ questions or concerns. Teacher responses are sometimes inappropriate or too late to be of use. 4. Teacher communications with families are sometimes insensitive to cultural norms and needs. 	<ol style="list-style-type: none"> 1. 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. 2. Teacher regularly informs families of and involves families in classroom activities, events and assignments both at school and at home. 3. Teacher responds promptly and appropriately to families’ questions or concerns. 4. Teacher communications with families are sensitive to cultural norms and needs. 	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> 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.

UCAN Tech Evaluation System

Adopted from The 2013 CPS Framework for Teaching

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>4d: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • <i>Enhancement of Content Knowledge and Pedagogical Skill</i> • <i>Collaboration and Professional Inquiry to Advance Student Learning</i> • <i>Participation in School Leadership Team and/or Teacher Teams</i> • <i>Incorporation of Feedback</i> 	<p>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.</p>	<p>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 team-based 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.</p>	<p>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 grade-level/ content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.</p>	<p>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.</p>
	<ol style="list-style-type: none"> 1. Teacher does not seek out or participate in professional development to increase content knowledge or pedagogical skills. 2. Teacher does not meet with relevant coworkers to meet students' needs. 3. Teacher does not participate in school or team efforts to gather information about student progress or learning needs, test new strategies or improve instruction. 4. Teacher does not attempt to take on leadership positions or support those who do. 5. Teacher does not accept or respond to relevant feedback from coworkers or administrators about their instructional practice. 	<ol style="list-style-type: none"> 1. 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. 2. Teacher sometimes meets with relevant coworkers to meet students' needs. 3. When asked, teacher sometimes participates in school or team efforts to gather about student progress or learning needs, test new strategies or improve instruction. 4. Teacher sometimes attempts to take on leadership positions or helps when asked. 5. 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. 	<ol style="list-style-type: none"> 1. 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. 2. Teacher regularly meets with and seeks the input from relevant coworkers to meet students' needs. 3. 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. 4. Teacher takes on leadership positions when possible or regularly supports those who can. 5. Teacher regularly accepts and responds to relevant feedback from coworkers or administrators to improve and adjust their instructional practice. 	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 1. 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. 2. Teacher initiates new opportunities for collaboration with relevant coworkers to meet students' needs. 3. Teacher initiates or leads school or team efforts to gather information about student progress or learning needs, test new strategies and/or improve instruction. 4. Teacher regularly takes on diverse leadership and support positions. 5. Teacher regularly seeks out and applies feedback from any relevant partners in student learning. Teacher may also provide relevant feedback to those partners.

UCAN Tech Evaluation System

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Excellent</i>
<p>4e: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • <i>Integrity and Ethical Conduct</i> • <i>Advocacy</i> • <i>Decision-Making</i> • <i>Compliance with School and District Regulations</i> • <i>Attendance</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 attendance record.</p>
	<ol style="list-style-type: none"> 1. Teacher does not maintain confidentiality. Teacher does not communicate honestly with coworkers or families. 2. 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. 3. Teacher decision making is not based on student or school needs. 4. Teacher does not follow school or district rules. 5. Teacher does not follow school policies and procedures to report tardiness or absence and/or has inappropriate patterns of absence. 	<ol style="list-style-type: none"> 1. Teacher sometimes inappropriately shares confidential information. Teacher sometimes communicates honestly with coworkers or families. 2. 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. 3. Teacher decision making is sometimes based on student or school needs. 4. Teacher follows most school or district rules most of the time. 5. Teacher sometimes follows school policies and procedures to report tardiness or absence and/or sometimes has inappropriate patterns of absence. 	<ol style="list-style-type: none"> 1. Teacher maintains confidentiality. Teacher communicates honestly with coworkers and families. 2. 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. 3. Teacher decision making is appropriate and based on student and school needs. 4. Teacher follows school or district rules. 5. Teacher follows school policies and procedures to report tardiness or absence and does not have inappropriate patterns of absence. 	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> 1. Teacher is considered an honest and reliable leader by coworkers and families. 2. 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. 3. Teacher takes a leadership role in helping to support team and department decision making based on student and school needs. 4. Teacher provides input or leadership on school or district rules. 5. 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

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.

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.

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

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.

<p>Domain 1: Planning and Preparation 1d Demonstrating Knowledge of Resources 1f Designing Student Assessments</p>	<p>Domain 3: Instruction 3d Using Assessment in Instruction</p>
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<input type="checkbox"/> Describe the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students’ understanding of the learning goal.	
<input type="checkbox"/> Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population.	
<input type="checkbox"/> Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or 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.

Domain 1: Planning and Preparation

1b Demonstrating Knowledge of Students

1c Setting Instructional Outcomes

<input type="checkbox"/> Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.	
<input type="checkbox"/> 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

<p>Domain 3: Instruction 3e Demonstrating Flexibility and Responsiveness</p>	<p>Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records</p>
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<input type="checkbox"/> Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.	
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Please provide any comments you wish to include about the actual outcomes:

Required for Evaluator

<input type="checkbox"/> Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.	
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Element #5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>
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:

IEP Date: _____ **FIE Date:** _____

UCAN Tech STUDENT FACE SHEET

CPS ID#: _____

Name of Student	Birth date	Date Enrolled	Grade
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Address: Street	City	State	ZIP	Phone
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Parent/Guardian Name	Work Phone	Emergency Number
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Private Agency Caseworker	Agency/Address
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Address: Street	City	State	ZIP	Phone
-----------------	------	-------	-----	-------

DCFS Caseworker (if applicable)	Office	Phone
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Address: Street	City	State	ZIP	Phone
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Probation Officer (if applicable)	Office	Phone
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Diagnoses: _____

Educational	Psychiatric	Medical
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Medication: No ___ Yes ___ At school? ___ List: _____ Soc. Sec. # _____

Does the Parent/Legal Guardian report the following medical conditions?

ALLERGIES: Yes ___ No ___

Food Allergies _____ Non-Food Allergies _____

Allergy Emergency Action plan discussed and given to parent _____

ASTHMA: Yes ___ No ___ Asthma Emergency Action Plan discussed and given to parent _____

DIABETES: Yes ___ No ___ Type 1 ___ Type 2 ___

Diabetes Emergency Action Plan discussed and given to parent _____

SEIZURES: Yes ___ No ___ Seizure Emergency Action Plan discussed and given to parent _____

Any other Medical Issues: _____

Medical Card/Insurance# _____

Other Professionals Involved with Student:

Name	Relationship	Phone
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Name	Relationship	Phone
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Surrogate Parent	Address	Phone
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Discharge Date: _____ **Reason:** _____

Request for Emergency and Health Information

School Name: _____

PARENTS/GUARDIANS: The school must have on file emergency information that can be used to contact you. Please print clearly. Whenever there is a change in this information, immediately notify the school in writing.

Student ID#	Last Name	First Name	Middle Name	Homeroom #
Birth Date (mm/dd/yyyy)	Student Home Address			Student Home Phone #

<p style="text-align: center;">Confidential Information Box 1</p> <p>Complete this box only if (1) it reflects your child's current living situation; OR (2) it reflects your living situation if you are a youth not living with a Parent or Guardian. (Your answer will help school staff with enrollment and may enable the student to receive additional services.) Check one box:</p> <p> <input type="checkbox"/> awaiting foster care placement <input type="checkbox"/> in a car/park/other public place <input type="checkbox"/> doubled-up <input type="checkbox"/> in a hotel/motel <input type="checkbox"/> in a shelter <input type="checkbox"/> in transitional housing </p> <p>School Note: If any box is checked, see the CPS Policy 702.5.</p>	<p style="text-align: center;">Confidential Information Box 2</p> <p>Is there a current Order of Protection or No Contact Order which concerns this student? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="background-color: #e0e0e0; padding: 5px;">School Note: If "Yes," follow CPS Policy 704.4 procedures. Enter information in <i>Legal Alert</i> field and update contact information, as needed, in SIM.</p>
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Parent/Guardian and Emergency Contact Information: Add extra contacts on the back of this form, if needed.

	Parent/Guardian Contact	Parent/Guardian Contact
Contact Name		
Relationship to Student		
<i>Check all that apply:</i>	<input type="checkbox"/> Lives With <input type="checkbox"/> Gets Mailings <input type="checkbox"/> Emergency <input type="checkbox"/> Permission to Pickup	<input type="checkbox"/> Lives With <input type="checkbox"/> Gets Mailings <input type="checkbox"/> Emergency <input type="checkbox"/> Permission to Pickup
Home Address, <i>if different from student's</i>		
Home Phone Number, <i>if different from student's</i>		
Cell Phone Number		
Email Address		
Name and Address of Employer		
Work Phone Number		
* Communication Language		
* CPS communicates via phone calls. Select the language that should be used to communicate with you. Languages available for mass communication at this time are English and Spanish (note: other languages upon availability).		

List the name of a relative or neighbor who can also be notified in an emergency and has permission to pick up the student:

Name	Home Address	Telephone #	Relationship
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Family Doctor's Name, Address, and Phone Number: I authorize you to call my family doctor, if necessary, in an emergency.

Student Health Insurance: (select only one of the three)

- Illinois Medical Card/All Kids: provide student's medical ID # _____ (9-digit number located on back of card)
- No Insurance: are you interested in applying for the Illinois Medical Card/All Kids? Yes No
- Private/Employer Health Insurance: no additional information needed

Children of Military Personnel (optional)

- As the Parent or Guardian, are you a member of a branch of the armed forces of the United States? Yes No
- If yes, are you either deployed to active duty or expect to be deployed to active duty during the school year? Yes No

I certify that the information on this form is correct:

_____ (Parent/Guardian 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.

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 me in a language or method of communication that I understand.

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 that the client understands these rights.

Staff Name / Signature Date

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

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 (Ill. Rev. Stat. 1989 Ch.91-1/2, Par. 801 Et. Sq.) and found in UCAN's Policy on Confidentiality.

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:

- a. 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.
- c. 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

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 BOARD ALREADY

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

To assist those at risk to get a degree

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

High school graduation 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. 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?

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 opportunity

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.

I make decisions and recommendations, both financial and organizational, based on results

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

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 program?

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?

To help students develop a pathway-to-career approach to help young adults become active participants 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

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 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 or authorized.

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 1st – 12th 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

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 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 make this sort of program succeed.

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

The mission of the program is 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?

In my eyes, the best way to assess whether a school is achieving its mission is by 1) its graduation rate, 2) its ability to help students set goals, 3) its 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

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

:

Currently serving on the following Boards: UCAN Governance Board, Chicago IL; Northern 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 program?

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.

USG CORPORATION BIOGRAPHY

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 was acquired by USG in 1984. The positions included Vice President-Finance and Chief Financial Officer Vice President-Planning and Treasurer, Treasurer, and Assistant Treasurer. Before joining Masonite in 1973, Mr. Fleming held several positions with Graco, Inc., including Manager, 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**
Director, Central Region (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
- Director, Marketing – Auto Train and Leisure Products (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
bradleycml@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 March 2000
Masters of Business Administration
Concentrations in Finance, Economics, and Strategic Management
Dean's List Summer 1999

UNIVERSITY OF NOTRE DAME, Notre Dame, IN 1995
Bachelor of Business Administration, Marketing and Economics
GPA: 3.6 Dean's List.

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)

- Human Resources Director, Region Director, Vice President

Signode Corporation / ITW (1982 – 1988)

- 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 firm's 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

Mondelēz International (formerly Kraft Foods)

Mondelēz International, Deerfield, Illinois 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

Mondelēz International, Deerfield, Illinois 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

Kraft Foods Global, 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

Kraft Foods International, 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.

McDonnell Douglas Corporation, 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

Chicago Board of Education, 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
Vice President/Equity Index Portfolio Manager

- 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

Department of the Treasury

**P. O. Box 2508
Cincinnati, OH 45201**

Date: July 22, 2003

Person to Contact:
Jackie Johnson 31-07453
Customer Service Specialist

Uhlich Children's Advantage Network
3737 N Mozart St
Chicago, IL 60618-3615

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.

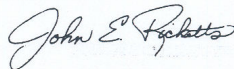
Section 6104 of the Internal Revenue Code requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. The law also requires organizations that received recognition of exemption on July 15, 1987, or later, to make 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

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 CODE OF ETHICS

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.

UCAN CODE OF ETHICS

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.



UCAN CODE OF ETHICS

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.



UCAN CODE OF ETHICS

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.

I, _____, do hereby declare that any potential conflicts of interest on my part have been brought to and acted upon by the Board of Directors accordingly in compliance with this Policy.

I have reviewed this Policy and am aware and willing to comply with all expectations set forth.

Dated:

Signed:

General

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

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

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):

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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

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: Richard H. Fleming Date: 4/5/2015

Signature: Richard H Fleming 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
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

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):

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

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

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

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).

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: Tracy Robinson Date: 3/31/15

Signature:  School: UCAN Tech

General

1. 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

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?

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
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

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):

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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

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: Colleen M Bradley School: UCAN Tech

General

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?

Chief Human Resources Officer, NorthShore University HealthSystem

What are/were your dates of service?

July 1997 to present

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

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):

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

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

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

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).

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: William R. Luehrs Date: April 1, 2015

Signature:  School: UCAN Tech

General

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

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):

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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

I affirm

2. Please list any other disclosures you wish to make.

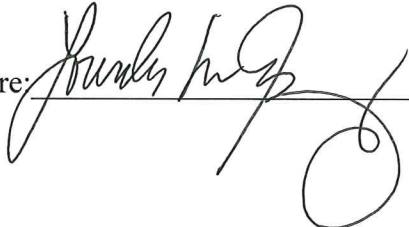
If yes, please explain:

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: Lourdes Gonzalez Date: April 2, 2015

Signature:  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

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

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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

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: MARKELL BRIDGES Date: 4/2/15

Signature:  School: UCAN Tech

General

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

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):

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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

I affirm

2. Please list any other disclosures you wish to make.

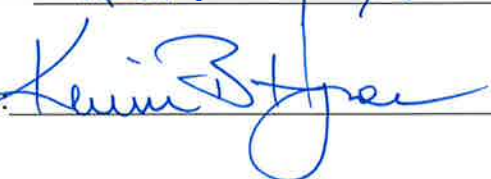
If yes, please explain:

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: Kevin B. Hynes Date: 4/2/15

Signature:  School: UCAN Tech

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

If yes, where have you worked?

N/A

What is/was your job title?

N/A

What are/were your dates of service?

N/A

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

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):
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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

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: 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

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

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):
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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

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: Curtis Spears Date: April 3, 2015

Signature:  School: UCAN Tech

General

1. When did/will your term as a Board member start?

1989

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

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):

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

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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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).

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: CHARLOTTE DAMRON Date: April 3, 2015

Signature: Charlotte Damron School: UCAN Tech

General

1. 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

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

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):

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

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

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

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).

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.

Fred Reid

April 1, 2015

Print Name: _____ Date: _____

Signature: Fred E. Reid School: UCAN Tech

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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
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?

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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

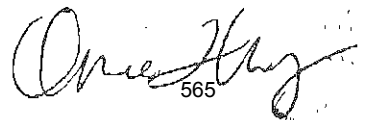
2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):
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
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

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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

An item or service valued at more than \$50?

Yes
No

Several items or services from one source valued at over \$100?

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

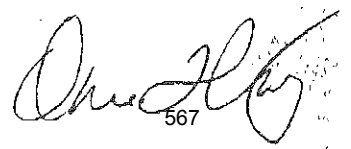
Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

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: Onie L. Riley Date: April 3, 2015

Signature: Onie L. Riley 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
No XX

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

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):

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

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:

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Yes
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

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, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Gary Fennessey Date: 4/5/2015

Signature: _____ School: UCAN Tech



Thomas Vanden Berk
Chief Executive Officer

Zachary Schrantz
President &
Chief Operating Officer

Laura Angelucci
Executive
Vice President

Scot McCormick
Chief
Financial
Officer

Claude Robinson
EVP
External
Affairs &
Diversity

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Development
Director

Francisco Monzon
Vice President
Foster Care

Kathleen McCarthy
Vice President
Residential

Renita White
Vice President
Employment &
Community
Development

Norman Kerr
Vice President
Violence
Prevention

Vice President
Information
Systems &
Technology

Veronique Delemont
Associate VP
Impact, QI,
Analytics

Cherilyn Thomas
Vice President
Education

Margarita Cordon
Vice President
TTS

Nacole Milbrook
Vice President
CYDS & TPSN

Marjory Kostoglanis
Vice President
HR

Patricia Wynn
Controller

Fred Long
Government
Affairs

Development
Team

Foster Care
Team

Family Based
Services
Team

Residential
Team

Family Works
Team

Career
Services
Team

360
Community
Team

IT
Team

QI Team

Business
Analysis
Team

Academy
Team

TTS
Team

TPSN
Team

CYDS
Team

Training
Team

Director
Facilities

Facilities
Team

HR Team

Finance
Team

External
Affairs

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.
 - ⇒ 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.

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
 - ⇒ 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.